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The purpose of this program was to help disadvantaged preschool children overcome some of the handicaps which hindered their educational, social and emotional development, to increase the interaction between the home and school, and to make the teacher sensitive to the particular needs of his disadvantaged pupils. The program, which operated in four North Philadelphia, Pennsylvania, elementary schools, was staffed by home-school coordinators, social workers, regular teaching staff, and student volunteers from Temple University. Three of the 4 home-school coordinators lived in the neighborhood of the school. Moreover, parents were encouraged to participate as teacher aides in the classroom or on field trips. Home-school contact was further strengthened through parent conferences and a health program. Featured in the instructional program were learning experiences to develop the child's language facility, visual and auditory discrimination, and ability to pay attention. Other educational experiences were designed to enhance the child's self-image and to increase his knowledge of basic scientific, mathematical, social studies, and health concepts. Followup research was conducted to determine the impact of the program on pupils' social and intellectual functioning and on their attitudes toward learning and testing. (LB)

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1964-1965

Progress Report

# of the

EXPERIMENTAL NURSERY SCHOOL PROGRAM

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1964-1965
Progress Report
# of the
EXPERIMENTAL NURSERY SCHOOL PROGRAM

Program operated by:

School District of Philadelphia
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Philadelphia, Pennsylvania 19103
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Mrs. Geraldine Weisberg	Assistant Teacher
Mrs. Edna Ducker	Home-School Coordinator

Jefferson School

Miss Adelaide Conrad	Principal
Mrs. Dorothy Townes	Head Teacher
Mrs. Joan Morein	Assistant Teacher
Miss Tama Williams	Home-School Coordinator

Reynolds School

Mr. Franklyn Rider	Principal
Mrs. Sarah Reed	Head Teacher
Miss Mary Magee	Assistant Teacher
Mrs. Mary Long	Home-School Coordinator

Kenderton School

Mr. F. Robert Hagerty	Principal
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Miss Joan Leof	Assistant Teacher
Mrs. Leona Robinson	Home-School Coordinator

Part I--THE PROGRAM

SECTION I

THE PROBLEM AND PROJECT OBJECTIVES

Children who begin their lives in the depressed areas where there is personal, social, and economic impoverishment bring little to the school situation that gives promise of success. The culture from which they come is far different from the culture reflected by the school, which has structured its curriculum, framed its philosophy and determined its expectations. To be expected to deal with this wide culture gap without special assistance places a great burden upon these children which manifests itself in learning and behaviour problems. It is highly probable that there are problems which manifest themselves in later life that relate to this same cultural deprivation. The Lee(4) study conducted in Philadelphia which concerned itself with intelligence and performance levels of a large segment of the population living in the North Philadelphia target area quite clearly indicated the deficiencies related to variations in cultural background.

From the work of Fowler(2) in cognitive learning, Irwin(3) in speech, McCarthy(5) and Templin(6) in language, to mention but a few, there is evidence of some of the cognitive deficiencies which these children bring to their initial school contact. Deutsch(1) gives further evidence that these initial deficiencies can become increasingly more critical and defeating as the child moves through the school years.

Based upon the assumptions that culturally deprived children require intellectual, social, and cultural enrichment in advance of school age, that a preschool program will afford the opportunity to work closely with the parents of these children, and that an early childhood program will provide an opportunity for community agencies to relate themselves to the development of children in a preventive sense, the Experimental Nursery School Program objectives fall into three areas:

1. those directed toward the child,
2. those concerned with the family,
3. those focused upon the teacher.

The Child

The four objectives directed toward the child are: (1) that children overcome some of the handicaps placed upon them by the background from which they emerge; (2) that their potential be more adequately assessed; (3) that their cultural background and experience be utilized to increase their chances of school success and decrease the loss of their basic potential; (4) that these children of the lower class be made aware of the rules and procedures for success in American society in order to (a) facilitate their upward mobility should they possess the ability and desire, and (b) enable them to function more effectively in their present milieu should their ability force them to remain at the same aspiration level.

The Family

Those concerned with the family are: (1) that there be increased interaction between the school, as the key agent of the formal socialization process of the child, and the parent, as the key agent of at least initial socialization, thereby providing a stronger, more supportive milieu for the child in both areas; (2) that the family through the teacher and the social worker make increased and more effective use of community resources and services; and, (3) that there be an increased understanding by the family of the school and its goals and the community and its services.

The Teacher

Those focused on the teacher are: (1) that there be an increased knowledge of method and technique by which the disadvantaged child may learn; (2) that there be an increased understanding, awareness, and sensitivity to the social setting from which the disadvantaged child comes; (3) that there be an attitudinal change which permits greater ease and flexibility in working with such children; and (4) that there be a re-definition and extension of the role and function of the teacher who deals with these children.

SECTION II

PROJECT ORGANIZATION

Description of the Target Area

The total population of the North Philadelphia Target Area was about 330,000 in 1960. In effect, however, the area has two populations, one white and one Negro, which are significantly different in such things as area and density of residence, age structure, educational achievement, and economic level. The racial composition has changed radically in the area with a shift from 43 per cent Negro in 1950 to 71 per cent in 1960. Within the area these racial populations are effectively segregated, with denser Negro populations pushing boundaries outward. At this time Negroes are predominant within the core, while whites continue to predominate along the southern and northern margins.

Occupationally, the target area is characterized by unskilled and semi-skilled labor with a small proportion of people in the clerical labor group. There is a hard core of Negro residents without any real work histories and a low level of employability. The employment problem is further intensified by automation and out-migration of industry curtailing the number of unskilled and semi-skilled jobs available. The over-all prospective for workers in the area is one that will get increasingly worse.

The over-all picture of the North Philadelphia target area may be statistically compared to the total city of Philadelphia as follows:

1. Negroes constitute 71 per cent of the population in the target area as contrasted with 27 per cent of Negroes in the total city population.

2. The dwelling units are smaller, by approximately one room, than the average for other residential parts of Philadelphia.

3. Twenty-seven per cent of the housing is classified as "deteriorated" or "dilapidated" in comparison to 13 per cent in the rest of the city.

4. The median value of dwelling units in 1960 was assessed at $6,915 as compared to a median assessment of $8,700 for the total city.

5. The median income in 1960 was $3,383 in comparison to a median of $4,189 for the total city.

6. The median amount of education in 1960 was 8.7 years as contrasted to 9.6 years for the rest of Philadelphia.

The above indicate important median differences between the statistical target area and the total Philadelphia area; however, the range on the lower side of the median is much greater in the target area than the total Philadelphia area. Therefore, the range of problems is very wide calling for a variety of possible solutions.

Location of Nursery Schools

It was agreed by the project planners that the nursery schools should be located in public schools in the target area and be considered an integral part of the elementary school program of each school. Selection of the sites was based on availability of space, density of population, and interest of the principals in experimentation and willingness to cooperate in the project.

The four schools selected were:

1. The Paul Laurence Dunbar School
   12th Street no. of Columbia Ave.

2. The Gen. John F. Reynolds School
   24th and Jefferson Streets

3. The Thomas Jefferson School
   4th and George Streets

4. The Kenderton School
15th and Ontario Streets

Selection of Children

Because there is no complete census of children who would qualify by age to enter the nursery schools for the four school districts, some other source for acquiring a possible population of pupils is needed. The four schools each year collect information through students in the schools as to younger siblings. From these school census lists and from names of families obtained from various community agencies, a listing of children eligible by age for the Nursery School Program was compiled during the months of August and September, 1964.

The families were visited by interview teams and teachers during August and September, 1964, and, where the mother was willing, were asked a number of questions from an interview schedule designed for a social research component. (See appendix.) Although this research was not included during the second year of the project because of limited funds, it was decided to use the interview schedule anyway to gather pertinent information concerning the families.

While it is true that not all families living in the target area can be classified as "disadvantaged," the majority are beset with financial and social problems of such intensity that the children are seriously impeded in their total development. The criteria used, therefore, to identify "eligible" children were:

1. Age: three years and seven months to four years and six months.
2. Children without serious physical or mental handicaps
3. Family living in low-value and low-standard housing
4. Dependency of family on public services

5. Mothers working
6. Broken homes

A random sample of 30 children for the experimental group in each school was selected from the total group of interested mothers interviewed, and an additional sample of 15 children was selected for the control group. (Although interest in the Nursery School Program was more evident this year and all groups were fully registered, it was not possible to obtain enough names for full control groups.)

Program Format and Personnel

Each school has a morning and an afternoon group of fifteen children each, ages three years and seven months to four years and six months, one head teacher, and one assistant teacher. The head teacher is a fully accredited teacher selected from the staff of the Philadelphia Public Schools who has had previous early childhood teaching experience.

The assistant teacher, in every case, is a Liberal Arts graduate with no teaching experience. The selection of the assistant teacher as a non-trained teacher is a deliberate one. The intention is to encourage persons with teaching potential to enter the teaching field where the challenge is apparent.

In addition, senior and sophomore students from Temple University observe and participate in the groups and volunteers are used whenever possible.

The classes operate four days a week. On the fifth day, the teachers are engaged in a continuation of their in-service training program, making home visits, working closely with parents, Home-School Coordinators, the Social Worker, and the school personnel. Where necessary and desirable they are in contact with appropriate community agencies, although the main responsibility for this work rests with the social service team.

A full-time social worker and four part-time home-school coordinators (one for each school) joined the staff in November, 1964, to handle the social welfare and health aspects of the program.

The Project Director is on loan from Temple University (three-quarter time). A full-time secretary was employed in January, 1965.

The Research Director and a number of research assistants and psychologists are responsible for the research phase of the project.

In-service Training Program

The primary objectives of the in-service training program are: (1) to continue the re-education of teachers to work in preschool programs in disadvantaged communities; and (2) to begin developing some curriculum guidelines based on the experiences and experimentation in the nursery schools during the past and current years.

Specific objectives:

a. To emphasize the imperative need for the school to help offset or compensate for the deprivation in the lives of disadvantaged children.

b. To help teachers understand:
    (1) basic nursery school procedure and programming;
    (2) the characteristics of intellectually intact three and four year olds;
    (3) the special needs of the disadvantaged child and the deficits in foundation learning and skills that handicap him when he enters the middle-class academic environment of the school;
    (4) the strengths and positive elements in the child and his family which can be utilized in the school setting.

c. To help teachers develop the ability to identify deficits in the total group and in individual children and provide compensatory learning experiences in the preschool program.

d. To experiment with, and evaluate, specific techniques and curriculum materials for helping the disadvantaged child develop the underlying abilities, skills, and understanding necessary to meet successfully the demands of the classroom.

e. To help teachers recognize the need to reach out to work with the parents of the children.

The total teaching staff met with the Project Director one afternoon a week for a two-hour seminar. During the year, the direction of the curriculum guide planning changed several times as a result of on-going evaluations of the results. The purpose is to develop guidelines that will be helpful to similar programs in North Philadelphia but to avoid the "cook-book" type of approach. (See appendix for examples of planning.)

The Project Director visits each school as often as possible to observe and confer with teachers concerning their program and their over-all performance.

All assistant teachers are required to enroll in a course in child development or nursery school curriculum at Temple University as part of their in-service education.

SECTION III

WORKING WITH PARENTS

As during the 1963-64 year, the teaching staff sought to establish and maintain a close relationship with parents through home visiting, parent conferences, small group get-togethers, and inviting parents to observe and participate in the group. Much of the work with the parents has been informal as it was felt that too much structure (such as formal parent meetings to "educate" parents) would make them feel like children in school which, in too many instances, invokes unpleasant and unhappy memories. Expectations of cooperation from parents varied depending on their interests, confidence, and understanding of the school's goals.

Teachers often sent short notes home telling about something of interest to the parent: the child's adjustment, the program, or some bit of information that was "good news" and served to keep the home and school in a positive relationship. A small booklet containing information of help in planning for their children over the summer was given to the parents at the end of the year. It also listed the various services that were available to the families--welfare and recreational.

Each group again held a Book Fair in June at which inexpensive Golden Books and others were sold. The children were anxious to have their parents purchase books for them and most of the parents responded enthusiastically to the Fair. The teachers felt that both parents and children showed a real interest in owning and reading books. It was suggested that a similar Fair at Christmas time might be a good idea also.

It was agreed by all project staff that the work with parents during this year was much more effective because of the work of the Social Worker and Home-School Coordinators. Their contacts with parents and the remedial efforts they undertook to alleviate some of the problems they uncovered were instrumental in helping change parental attitudes toward the school, their children and the community.

The interest of the parents in the program is evidenced by the following:

1. They kept appointments for conferences, health examinations for their children, or with the social worker.
2. Those who were able participated in the program as an aide to the teacher in the group or on trips.
3. They were anxious to discuss their children and the nursery school with the teachers.
4. They took responsibility for following suggestions made by teachers and/or the social service staff for helping children at home or functioning more effectively as a family.
5. Many of them referred neighbors to the nursery to enroll their children.

It was evident from the fact that other parents in the community were anxious to enroll their children in the nursery school that the suspicion which was encountered in the community during the first year of the project was giving way to trust and interest. By the end of the year each school had a sizable waiting list for the following year.

SECTION IV

SOCIAL SERVICE

Personnel

A social worker and four home-school coordinators were added to the Experimental Nursery School Program on November 23, 1964, to offer social services to the parents and children. Two home-school coordinators were hired prior to November to recruit children for the nursery school groups.

The duties of the Social Worker include offering casework services to families with special problems; helping them use community resources; interpreting the goals of the educational and social service aspects of the Experimental Nursery School Program to the community; supervising the four Home-School Coordinators; and coordinating the social services in the four schools.

The Home-School Coordinators, in all but one school, are people who live in the neighborhood of the school. The selection of neighborhood people is based in the assumptions that: (1) the parents would respond better to someone from their own neighborhood and (2) they would know and understand the people and the problems better than an outsider. The fourth Home-School Coordinator was a graduate student in guidance and counseling from Temple University. This was an exploration of the effectiveness of using students in such areas.

The Home-School Coordinators' major function is to help establish a close relationship between the nursery school and the families through home visiting and helping families with housekeeping and management problems as described in the job analysis. (See appendix.)

The major goal of the social service program is to help the disadvantaged family to deal more adequately with the social problems that might interfere with the child's physical, social, and educational growth and development.

Initial Recruitment

When the social service staff was hired, work was started immediately on recruitment as the nursery groups were not full to capacity. The Home-School Coordinators visited families who had been questioned during August and September by interview teams to ascertain whether they were interested in sending their children to the nursery schools. During these visits they stressed the value of the Nursery School Program. If the mother was interested, the Home-School Coordinator made an appointment for her to be interviewed by the teacher. She then made a follow-up contact if the appointment was not kept. During this recruital program the Home-School Coordinators visited 110 families and from this number 25 children were recruited. It was often necessary for the Home-School Coordinator to make more than one visit to these families and more or less sell them on the Nursery School Program.

The following gives the changing picture of enrollment during the school year:

Dates	Kenderton	Dunbar	Jefferson	Reynolds	Total
First full day	23	23	21	28	95
12/16/64	36	32	27	35	130
3/3/65	36	31	28	35	130
6/2/65	33	28	23	33	117

Since 12/16/64 there have been 27 school drop-outs and 14 replacements, located by the Home-School Coordinators. No replacements were made after March 15, 1965.

DROP-OUTS

Explanation	Kenderton	Dunbar	Jefferson	Reynolds	Total
Moved	4	4	5	1	14
Changed mind		2	1	3	6
Health requirements	1	1		1	3
Illness		2		1	3
Mental retardation				1	1
Total	5	9	6	7	27

MISCELLANEOUS INFORMATION

Explanation	Kenderton	Dunbar	Jefferson	Reynolds	Total
Total enrollment	33	28	23	33	117
Working mothers	12	8	6	5	31
DPA recipients	3	5	3	10	21
Public housing		8			8
White			4		4
Negro	33	28	12	33	106
Puerto Rican			5		5
Mongolian			2		2

Home Visiting

In many instances the Home-School Coordinators were greeted with curiosity and mistrust. Many of the families have a flow of people knocking on their doors from agencies throughout the city. The welfare workers, the public nurse, the attendance officer, the probation officer and many others visit these families; and they are not anxious to welcome another "intruder." In the past, the only contact they had had from the school was when their child was in trouble.

Contacts were started not as the result of a problem, but as a method of getting acquainted with the parents and acquainting them with the Nursery School Program. The fact that, for the most part, the Home-School Coordinator was a member of their community helped establish rapport. One Home-School Coordinator had a child in the nursery.

The home visiting was informal in manner, yet purposeful. The Home-School Coordinator was not just a visiting friend, but a representative of the nursery school. She let the parents know that the total staff was concerned with the child at all times, not just for the few hours he was in school. Most of the parents realized this after the second visit, and they were more receptive.

Many of the parents noted that the nursery school child gets more attention from the school than the other children. The value of a good beginning in learning was pointed out. Parents were helped to understand that the four year old is exploring and discovering his environment in a new way and that his first impressions of school should be good ones. An attempt was made to help the parent value, support, and reinforce the work of the school by explaining that it was providing social, intellectual, and cultural enrichment so that the child would be better prepared for school.

Parents were told of ways in which they could help their children at home. These ranged from washing the windows to let in the sunlight; to setting aside a special time to read or give the children special attention; to buying toothbrushes and showing the children how to use them.

The Home-School Coordinators talked about some of the learnings in the nursery program and pointed out how the parents could play their part. For example, the children learn about orderliness. They learn that toys, books, and other items have a special place. They learn to clean up. Parents were helped to see how they could help reinforce these habits at home by showing the children how to be orderly at home. This was discussed with them in relation to personal habits also such as keeping clean, brushing teeth, combing hair, etc. In ways similar to these the social service team was able to tactfully assist parents with housekeeping, personal, and child-training problems.

Samples of Family Contacts

John Smith

Mrs. Smith was visited three times by the Home-School Coordinator regarding her son's vaccination and immunizations. During the first visit Mrs. Smith appeared to be very indifferent; and, on subsequent visits, she started to make promises and excuses about taking her son to clinic. After the situation was discussed in conferences, the Social Worker decided to visit to see if there were other problems standing in the way. The Social Worker made an appointment to see Mrs. Smith in her home. While talking to Mrs. Smith about the value of complete health care, the Social Worker learned that Mrs. Smith not only had bad experiences at the local health district, but she was afraid to have her child immunized. She knew of a child that got sick from an immunization shot, and she knew of a child who died from a Polio shot. The Social Worker discussed the validity of her fears of immunization shots and the protection of her child against disease. After a lengthy discussion about this problem, Mrs. Smith agreed to take her son to clinic on the following day.

The Social Worker talked to Mrs. Smith about the previous difficulties with the health district such as waiting and discourteous treatment. The health districts were contacted about giving better service. The following week Mrs. Smith's son had been vaccinated and had his first immunization.

The Allen Twins

The teacher told the Social Worker that the Allen twins' eyes crossed and that they needed special eye care. The Social Worker discussed the case situation with the Home-School Coordinator in her weekly conference and pointed out ways to help this family. The Home-School Coordinator found Mr. and Mrs. Allen to be very skeptical about eye care for the twins. The Home-School Coordinator talked to them about the importance of eye care now while the children are young and told them about Will's Eye Clinic. Mr. and Mrs. Allen were aware of the problem but had not explored the possibilities of treatment out of fear that the twins would need an operation. The family also didn't have the money to pay for treatment.

The Home-School Coordinator discussed this case in conference with the Social Worker. The Social Worker decided to refer this family to the State Office for the Blind. The Office for the Blind pays for the eye care of children whose families are unable to pay. They also offer casework services. Their caseworker would be better equipped to discuss eye problems and treatment with the family.

When the caseworker from the Office of the Blind visited the Allen family, she found that they had taken the twins to clinic for one visit. Because of the family's low income, the caseworker from the State Office of the Blind was able to have the clinic fee refunded. They also paid for eyeglasses for the twins. Mrs. Allen was very grateful for the part the school played in this.

The Robbins Triplets

During the Social Worker's visit to one of the nursery schools, it was noted that one of the triplets appeared to be retarded. The teacher and the Home-School Coordinator also brought this to the attention of the Social Worker. The Social Worker discussed this problem with the Project Director. As a result of this conference, psychological testing was arranged through Dr. Beller at Temple University.

The Social Worker accompanied the mother to the University. The boy in question had an I. Q. of 52. The I. Q. of the girls was low; however, they were educable. The girls were very quiet and did not talk or actively participate in the class activities. Because the boy was so retarded and required individual attention at all times, it was necessary to drop him from class.

The Social Worker found the mother to be very slow and deprived. The family had been on Public Assistance for several years and the father had deserted. Although Mrs. Robbins appeared slow and lived in deprived conditions, she showed a great deal of affection for her children; and, they received adequate medical care. The triplets had been followed since birth at Jefferson Hospital.

The necessity of dropping Bob from the class was discussed with Mrs. Robbins. She knew he was retarded. The doctor at Jefferson Hospital told her and suggested that all of the triplets get an early start in school. She was receptive to the idea of dropping Bob but quite firm about the girls remaining in the nursery.

Mrs. Robbins was visited in her home on a regular basis to make plans for Bob and to help the girls who remained in the nursery. Mrs. Robbins was receptive to a referral to the Association for Retarded Children. With the help of the Social Worker at Jefferson Hospital, the Social Worker made the referral. Mrs. Robbins kept her appointment with the Philadelphia Association for Retarded Children, and Bob is on the waiting list for their preschool program.

The Social Worker also noted during home visits that Mrs. Robbins needed some help in home management. The Social Worker contacted Mrs. Robbins' Public Assistance caseworker and reviewed the services she was receiving and the possibility of DPA offering her homemaker services. Mrs. Robbins was referred for homemaker service.

During the Social Worker's home visits, she noticed that the two girls who were in the nursery were very vocal and active at home and quiet and stiff at school. Social Worker discussed this problem with the mother and ways she could help the girls to become more a part of the class. Mrs. Robbins is trying to help them in her own way and the girls have made some improvement.

Health Program

Physical Examinations, Immunizations

All of the children in the Experimental Nursery School Program must have verification of birth, a vaccination, all immunizations, and a physical examination.

When the social service staff was hired, it was found that 60 per cent of the children had not met all of the above requirements. A program was organized to visit these families to help them meet these requirements.

After talking to parents repeatedly about this problem, it was learned that the parents of those 60 per cent were not motivated enough to take their children to clinic for immunizations and a physical without the pressure of time limits. Three parents refused to cooperate or accept help, and it was necessary to drop them from the program. Most of the parents thought in terms of school requirements and rarely for the protection of the child.

Many parents from the lower socio-economic classes operate efficiently in crisis situations only. Since they don't hear of certain diseases, they assume that it is not necessary for children to be immunized. An attempt was made to impress upon these parents the value of protecting their children from disease. It was pointed out to them that when a number of unimmunized persons live together in close proximity it constitutes a health hazard. Parents were encouraged to take their children to clinic not just for the school records but for the safety of the child. Some of the parents responded to this approach.

A few of the parents were reluctant to have their children immunized because of the fear of the children or their own fears. Some of the children, through lack of information from parents and misinformation from siblings, are terrified of doctors and parents often give into this fear. A few of the parents were hesitant because they had heard of children who had had serious reactions to immunizations.

It was also learned that some of the parents disliked going to District Health Centers because of their experiences there in the past. They complained of discourteous treatment and the long waiting periods. The Health Centers were contacted about this and there was some improvement.

Eventually, all of the parents were helped to meet all of the health requirements.

Eye Examinations

During the school year it was noted that several children had eye problems and each was handled on an individual basis. This pointed to the importance of eye examinations for all children to detect and correct any visual problems that would affect their participation in school activities. The parents could not afford the clinic fee, however, and the School District was not able to offer health services to the children because the Experimental Nursery School children are not on the offical rolls.

The Project Director spoke to Dr. Howard E. Bedrossian, who had expressed an interest in the visual problems of preschool children. Late in April, 1965, Dr. Bedrossian made arrangments for free eye-screening examinations for the Experimental Nursery School children at the Fight for Sight Clinic of Will's Eye Hospital.

Although it is one of the goals of the Experimental Nursery School Program to help parents meet the health needs of their children by taking them to clinic, on this occasion they were not asked to do so. Most of the mothers have younger children or they work during the day, and it would have been a hardship for them to be away from home or work for the time it would take for the children to be examined at clinic. It was decided, therefore, that the Home-School Coordinators would take the children and mothers who were able could volunteer to accompany them.

The children in the first group were those in whom the teacher had observed some visual difficulty. Also selected were children who would not ordinarily receive special eye care. The first appointments were on May 7, 1965, for five children.

The doctor used the "E" chart to examine the children's eyes. Some of them had difficulty understanding this chart and what they were required to do. The possibility of using the animal chart was explored with the doctor, but he felt that it was not as effective as the "E" chart.

The Social Worker then made a box, similar to the one the doctor uses, in order to teach the "E" game to the children before their clinic appointment. She also talked to them about going to the eye clinic and told them what to expect in relation to the "E" game and the eye drops.

Between May 7, 1965, and June 18, 1965, 81 children were examined at the Fight for Sight Clinic. It was not possible for all of the children enrolled in the nursery schools to be examined because of the limited number of clinic appointments and the fact that two Home-School Coordinators resigned before the end of the school term to accept appointments in the Head Start program for the summer.

Nine children were already receiving eye care, three received care as a result of the screening, nine had normal vision, eleven needed refractions, and one child required a minor operation on her eyelid.

The eleven children who needed refractions were given a prescription for eye drops and mothers were asked to make a clinic appointment for three days after the drops had been given. None of the mothers was able to work out an appointment before the end of the clinic visits. The Home-School Coordinators discussed with the parents the importance of the follow-up exam and the Social Worker also sent these parents a letter to remind them to make appointments. The Fight for Sight Clinic also plans to contact these families.

Most of the children appeared to enjoy the trip to the eye clinic. They liked the bus ride, the playroom at the clinic, and the candy treats more than anything else. About five children from the total group were terrified at the sight of the doctor. They had temper tantrums, and it was very difficult for the doctor to examine them. After the examination, two of these children were anxious to return to the doctor's office. They were able to see that their fears were unfounded.

The parents made a special effort for the children on clinic day. Most of the children were dressed especially nice for the occasion. Some of the parents were thoughtful enough to give the children candy or fruit in case they got hungry. It is interesting to note that nearly all of the children had at least a nickel.

The mothers who assisted the Home-School Coordinators were very helpful. They appeared to feel special by accompanying the children to clinic. One mother who had not worn her dentures for more than a year wore them when it was her turn to help.

One parent who had to be helped on previous occasions to send her child to school clean and adequately clothed, sent him to clinic in his Sunday best.

Another mother was late arriving at the take-off point, but she came to clinic anyway to help out.

These incidents reveal some significant attitudinal changes in the mothers and the interest many have in participating and helping in the program.

The results of the eye examination will be included in the child's school records.

Eye Report	Kenderton	Dunbar	Jefferson	Reynolds	Total
Total Enrollment	33	28	23	33	117
Prior Exam	2	1	5	1	9
Not Examined	16	0	1	10	27
Exam--Normal	13	23	15	10	69
Refraction needed	2	4	1	4	11
Operation needed			1		1

Agency Contacts

During the school year the Social Worker had direct contact with several social agencies regarding service to our parents:

> Four referrals were made to the Pennsylvania State Office for the Blind for payment of eye care. As the result of this referral, three of the children received free eye treatment and eyeglasses.
>
> The Philadelphia County Board of Assistance was contacted several times regarding homemaker services, special casework services and assistance in paying for special orthopedic shoes for a child.
>
> The Society to Protect Children was contacted regarding special casework service that a family was receiving.
>
> The Social Service Department of Jefferson Hospital was contacted regarding medical information of a retarded child.
>
> A referral was made to the Philadelphia Association for Retarded Children for a child who was dropped from one of the nursery groups.

Recruitment for 1965

Recruitment for September, 1965, has been a part of all contacts during the year. In talking with parents and the community, inquiries were made about eligible children for the future. Throughout the school year, parents would come to the school or approach the Home-School Coordinator about enrolling their children in the nursery. As the Social Worker contacted the community agencies regarding their services, they submitted names for the nursery.

An organized effort to recruit children was started in February, 1965, by sending a census form home with all of the children in the four elementary schools in which the nursery schools are housed. From these forms, a review of the May, 1964 census forms, and voluntary inquiries, the following number of eligible children were obtained for each school:

	Kenderton	Dunbar	Jefferson	Reynolds	Total
Census, 1965	54	41	19	49	163
Census, 1964	49	35	19	54	157
Volunteers	26	32	5	17	80
Total	129	108	43	120	400

In April, 1965, the Home-School Coordinators started visiting eligible families to discuss the Nursery School Program and its requirements and to find out if the parents were interested in enrolling their children. During the visit the Home-School Coordinator obtained pertinent information about the family that would be helpful in the future, distributed a leaflet entitled, "Nursery School is a Place to Learn" (see appendix), and gave the parents a Physical Examination Report Form (see appendix), requesting that they have the child examined during July or August, 1965.

As part of the recruitment campaign, the following social service agencies were contacted regarding eligible names for September, 1965:

Special Service Division, Girard District, Center District, and Ridge District of the Philadelphia County Board of Assistance

The Society to Protect Children

Children's Service, Incorporated

Woman's Christian Alliance

Family Service of Philadelphia

Children's Aid Society of Pennsylvania

Philadelphia Department of Public Welfare

In a letter to these agencies a map was enclosed giving the approximate school neighborhood boundaries. Sixty names were received from the agency contacts; however, over half of them did not live in the school neighborhood. Despite this fact, the response did show that the community agencies are interested in cooperating with the program.

The most difficult problem in recruiting was in the Jefferson School area. Initially, there were only 43 names.

During the school year a good deal was learned about the Jefferson School population. It has the smallest school population of the four schools involved in this program. Whereas the other schools are full to capacity, Jefferson has enough room for children to be bused in from other areas. The community is also in a state of flux because of redevelopment. There also appears to be a limited number of children who fall within the nursery school age group. The Hope Day Nursery, which is directly across the street from the Jefferson School, may also have some effect on the number of children available to attend the Jefferson School Nursery.

Because of these limitations, it was decided to use the area surrounding the Jefferson School boundaries. The Jefferson School principal received permission from the District Superintendent to enroll children in the nursery school from the Wister and Kearny School Districts. The principals of these two schools were approached and cooperated by sending a census form home with their school population. Seventeen responses were received from the Kearny School and 29 from the Wister School.

The following table gives the results of recruitment contacts for September, 1965:

Explanations	Kenderton	Dunbar	Reynolds	Jefferson	Total
Number contacted	101	96	78	85	360
Number interested	68	60	53	55	236
Not interested	13	8	10	24	55
Moved	14	13	15	6	48
Too old	2	7			9
Out of boundary	4	8			12

During the recruitment period the response from the parents was positive for the most part. Most of them had heard about the Experimental Nursery School Program and many of them were anxious to know if their children could be included. They expressed an interest in the educational aspects of the nursery school rather than some selfish motive.

Following are some of the reasons given by the parents as to why they wanted to enroll their children:

> "I want him to get a good foundation before he starts school"..."I want her to learn how to get along with others"..."...Johnny is shy...I want him to get used to being away from home"..."I want her to be ready for kindergarten and first grade."

Some of the parents who were not interested in sending their children gave the following reasons:

> A mother of eight said that she had too many children to get ready for school...One mother who works said that it would inconvenience the babysitter..."I have a new

> baby and no one to take Sue to school."..."I am not interested because I would still have another child in the home"..."She is too young to go to school."

It is interesting to note that the parents who were not interested in sending their children to the nursery gave reasons related to themselves, while the ones who were interested gave reasons related to the child.

SECTION V

EDUCATIONAL PROGRAM

Although the goals in the original proposal of the educational program are concerned with developing new learning experiences and techniques to help children overcome some of the handicaps placed upon them by the background from which they come, implementation of these goals has been within the framework of a curriculum built on what the child needs at his present stage of development. The current "fashionable" trend to scrap all current preschool programs and come up with one that is "new and different" and primarily future oriented could conceivably result in throwing the baby out with the bath. What is needed is not a watered-down first grade curriculum or a speed-up process so that children can begin to do the traditional work of the primary school earlier, but a program based on each child's readiness and maturational level. Since an individual's ability to profit from his experiences is related to the level of development he has attained, premature introduction of certain concepts or practice in certain skills will have a definite negative influence on his interests, cooperation, and attitudes.

What has been attempted in the Experimental Nursery School Program is a proper balance of self-initiated and structured activities, the latter designed to extend the child's knowledge of the world and help him develop the kinds of perceptual discrimination and foundation skills that will make it possible for him to utilize later learning situations. Knowledge about how young children learn is related to all planning, designing, and experimentation; and, activities and content have been adapted to the children rather than vice versa.

However, the findings of current research which identify the deficits in lower-class children that lead to later scholastic retardation have been used to develop techniques and materials that will help them overcome these handicaps but are at the same time appropriate to their developmental level. The goal is to fill in the gaps left by deprivation in the lives of the children, not to push them to middle-class levels of functioning.

The deficits identified by research are in the area of language facility, auditory and visual discrimination, listening and paying attention, conceptualization, information about the environment, motor coordination and control, and self-esteem. These are the skills with which experimentation has been mainly concerned.

Following is a summary of the major aspects of the total program and a few examples of the experimental techniques employed.

Language Facility

Since language is a prerequisite to almost all learning, helping the children develop some measure of facility in the communication arts is one of the primary objectives of the nursery school curriculum.

Experiences which are provided are carefully planned around the maturational and mental readiness of the children. For children whose background experiences in verbalization have been so impoverished that monosyllables, gestures and physical responses are their only means of communication, it is important to start at this point. The teacher begins by using simple words and short sentences and speaking slowly and distinctly. She makes a conscious effort to speak to a child in a face-to-face, eye-level relationship as this not only helps him fix his attention on the speaker and begin to realize the power of words, but it also tells him that teachers are nice, warm, friendly people--an important feeling for the child to have.

The teacher names objects in the immediate environment accurately and often: "This is a desk."; "Please put this book on my desk."; "Please bring me the pencil that is on my desk."; always refers to people by their names; and helps the child express his feelings in words: "You are angry, aren't you?"; "That makes you happy, doesn't it?"; "Tell me what is troubling you."

Children are encouraged to discuss their experiences, ask questions, answer questions, finish a sentence (or even just the last word) in a familiar story, or retell the story in their own words.

Whatever the child says (or tries to say) is accepted without correcting his pronunciation or grammar or requiring that he speak in complete sentences, since this would tend to cut off his spontaneity and possibly result in a refusal to speak for fear of criticism. The objective is to encourage the child to speak and to do so on his own terms. What he needs is security and a feeling that he is accepted and a contributing member of the group.

Stories, poems, pictures, a lending library, puppets, records, and trips are important components of the language arts curriculum.

Language, of course, permeates the entire program and the teachers use every opportunity to foster its development. The environment of the playroom is a stimulating place with many interesting objects to look at, talk about, examine and touch: attractive bowls, vases, flowers, ceramics, pictures (selected and hung with care), etc. The children move freely during most of the morning and are encouraged to talk to each other. The teacher moves about listening, answering questions, asking questions, commenting, suggesting, showing appreciation, directing children's attention to size, shape, color, using new words by labeling objects, and doing the many, many other things that are part of good teaching.

Following are examples of some of the experimental techniques and materials used:

Skill:	Organizing ideas and thoughts in a sequence; recall; verbal facility
Technique:	"See-Quees"--a series of four or more pictures of a familiar story or rhyme that the children place in a holder in the proper left to right sequence of ideas as they retell the story.
	Flannel board and picture cut-outs of familiar stories--children place pictures on flannel board in proper left-to-right sequence as they retell a familiar story.
	Original slides and slide projector--teacher projects slides of trips and experiences which children have had and she has photographed. Children recall the experience through seeing the picture and are encouraged to discuss it.
	Tape recordings--children record stories and then play them back (children are fascinated by the tape recorder and most of them are eager to "talk" to the microphone).

Visual Discrimination

The need to see likenesses and differences is an important prerequisite in learning to read. Emphasis is on looking for, and identifying, likenesses and differences incidentally throughout the day and in teacher-initiated activities.

The teacher begins by pointing out likenesses and differences in objects around the room and in the clothes the children are wearing. Children then have progressive experiences in matching colors, geometric shapes, symbols, buttons or other objects. They play object lotto, put puzzles together, play with interlocking blocks, and point out likenesses and differences in pictures. The teacher also uses every opportunity to bring to the attention of the children likenesses and differences: "Henry, please bring me the blue pencil on my desk," (having placed the blue pencil with others prior to making this request); "Walter, you and Robert are both wearing sneakers but what color are yours? And what color are his?"; "Bring me the picture (or block or other object) that looks like this one." In the latter instance, the teacher has "set the stage" for this through careful planning.

Experimental techniques are:

Skill: Visual discrimination

Technique: A Set of Kin-E Letters (large capital and lower case letters cut out of 3/4" plywood with individual blocks to hold the letters). These are used as puzzles. The blocks (holders) of similar letters, such as O and Q, M and N, and P and B, are placed side by side. Children place proper letter in holder. (At first this was a trial and error method. After a while, children observed differences in letters and in holders and placed letters in proper holder.) Teacher casually names letters. (These letters also give children the sensory experience of feeling the letter forms--believed to be an effective way of learning the shape and form of letters.)

Small plastic capital letters (some in the same colors, some different)--children match letters, using the same colors at first, then different colors so that matching cannot be done by color.

Slide projector--slides are flashed on the screen very quickly and the children are asked to tell what they saw.

Auditory Discrimination

The ability to detect gross and fine likenesses and differences in sounds is also a prerequisite to learning to read and speak correctly.

There are many musical instruments with which the children are free to explore and experiment and to listen to different sounds. Children are asked to listen to sounds inside and outside the room and identify them. They listen to a familiar sound made behind a screen such as that of a triangle or egg beater or rattling paper and try to identify the object. They play a game of matching a sound they hear behind a screen by choosing an object from a variety on a table (these are duplicates of those with which teacher is making the sound).

The teacher makes up nonsense jungles using the difficult sounds and children repeat them:

Cho, cho, cha,
Cho, cho, cha,
Chu, chu, chow,
Chu, chu, chow.

Special picture books are made by the teachers of objects beginning with difficult sounds and children identify the objects and are encouraged to tell something about them. For example, for the S sound: pictures of snow, sand, sun, spaceship, stars, sweater, sneakers, etc. (This is also a technique for teaching new words, reinforcing concepts, and encouraging verbalization.)

Children have opportunities to listen to many stories and rhymes and sing many songs. And, of course, the teacher always speaks slowly and distinctly to provide the proper model.

Experimental techniques:

Skill: Auditory discrimination

Technique: Tape recording: the teacher records familiar sounds in the room or around the school and the children try to identify them.

> The teacher records voices of a group at play and the children try to identify the different voices and the background noises.

Listening and Paying Attention

Since listening and paying attention are essential to all learning, learning to listen is another task with which many children need help. They have learned "not to listen" by skillfully tuning out the voices or sounds in their environment that do not relate to the immediate satisfaction of their wants. And because the young child is interested in only what is immediately satisfying to him, that is where teaching the skill of listening must begin.

Children love games and the satisfaction of accomplishment that results, so playing a game of matching or identifying sounds holds their interest if it is not too difficult or too long. At first, the teacher uses sounds that are easy to identify and then uses progressively harder ones.

The teacher gives simple directions at first and then gradually increases the number of directions in one sentence. This can also be done in the form of a game with a small group of children. "Go to the doll corner, Jane." (The child's name is used at the end of the direction so that all children are encouraged to listen to the direction and then for their names.) "Go to the doll corner and bring me a doll, Henry." "Go to the block corner and bring me the blue truck, Willie." "Go to the doll corner, pick up the doll with the red dress and sit her on the rocking chair, John."

Recording stories on tapes and permitting the children to listen with earphones is an excellent technique as the voice comes directly to the child's ears and the earphones cut down on his mobility.

Children learn to listen to others when they have the experience of having someone listen to them, so teachers always try to listen to what children say and do so with interest and courtesy.

Experimental techniques:

Skill: Listening and Paying Attention

Technique: Telling a story to a small group of children during free-play time when there is much background noise. Children develop an ability to tune out these noises and listen to the story. (Student teachers and volunteers were assigned the responsibility of working with this technique and observing the children's responses.)

Tape recording: Recording an activity of a group and playing it back to a small group, asking them to listen and identify each other's voices or the sounds in the background.

Conceptualization and Information Re: The Environment

Children are provided with a wide variety of experiences to help them increase their understanding of the world and develop accurate concepts. Although such experiences are woven into the total program, most of them are planned as part of the curriculum areas concerned with science, social studies, mathematical concepts, health and safety. The objective is to help the children deepen or extend their present knowledge of things, events, or persons and thus move them into a wider world of experience of a kind upon which the school can draw.

Children are encouraged to observe, explore, experiment, ask questions, and seek solutions. Experiences are based on the understanding and readiness of the children and no attempt is made to push them to "middle-class" levels. Before a child can understand the abstract concept of a "group of two," he must understand the concept of "two" and what it means concretely.

Trips are planned within the school building and immediate neighborhood to observe (and later discuss) such things as construction sites and machinery, the coal furnace in the school building, different types of houses, trains, trucks, stores, gas stations, people, animals, etc.

Science experiences are provided through animals, fish, flowers, plants, simple science materials such as magnets, kaliedoscopes, prisms, magnifying glasses, pulleys, dry cell batteries, etc.

Mathematical concepts begin with concrete experiences of counting cookies, children, books, etc. Block building offers a rich experience in foundation learnings about space, size, weight, balance, symmetry, quantity. Teachers use such terms as "first," "second," or "last" in appropriate context. "Who is first in the line?" "Who is last?"

"Higher," "lower," "smaller," "taller," "shorter," "bigger," and other such terms are used whenever possible.

Social studies begin with the immediate environment of the children: home, then move on to school, neighborhood, and larger community.

In all planning, the teachers start with what the children know and build very deliberately on that knowledge. For example, most of the children have seen snow turn to slush and then melt but hardly any of them know what causes this. The teacher, therefore, plans to bring some snow indoors, place it near the radiator and let the children observe what happens and try to determine why.

The teachers are also aware of the possibility of incidental situations as learning experiences. Many such unplanned learning experiences are possible if the teacher is alert and utilizes these opportunities to explore new ideas or problems, or reinforce former learnings. For example, during a free-play period a child placed one large outdoor block on top of another in order to be able to reach something on a rather high shelf. He placed it in such a way that it overhung the under block so that when he stepped on it it slid off and he fell. After determining that he was not hurt, the teacher asked him why he thought the blocks did not stay together. Through skillful questioning and directed observation, he was able to see what the problem had been and when he put the blocks together again he did so correctly.

One experimental technique used is:

Skill:	Develop an increasing understanding of the environment
Technique:	Slides: The teachers take slide pictures of all trips and project them on the screen for discussion. This aids in recall and in "fixing" concepts through words and picture images.

Enhancement of the Self-Image

The development of a positive self-image and a feeling of self-esteem are major goals of the Experimental Nursery School Program. To this end, the teachers use many opportunities to help each child see himself as an individual of worth and value.

Tasks and equipment in the room are appropriate to each child's level of functioning so that he can experience more successes than failures. This is not to say that there is no challenge in what is planned for him, but that he must know that he is capable of achieving if he is to meet new challenges without fear of failure.

Teachers treat each child with respect and courtesy, one of the most effective ways of helping a person feel worthwhile. Teaching him self-help skills that will move him toward independence and competence, and giving him appropriate responsibilities also add to his self-esteem.

There are long mirrors placed where children can look at themselves at any time. Teachers always call a child by his name and print his name on his paintings, drawings, and wherever possible. He has a name card with a photograph of himself on it which is used in many ways: to put up next to his household chore for that day; to put on the table as a place card; to pick out from amongst other names in a simple game; or just to have standing on a shelf with the names of the other children.

Teachers may make a silhouette of a child's head, paste it on a larger piece of paper so that child has a silhouette image of himself. A shadow picture also gives him a sense of a self. Naming body parts and referring to them often, as "_your_ arm," "_your_ head," helps the child develop a body image.

Experimental technique:

Goal: Developing a positive self-concept

Technique: Slide pictures: Teachers take slide pictures of every child--alone and with a group--and project them for the group to see, identify and discuss. A table viewer is also used by the teacher (or volunteer) with an individual child, showing him pictures of himself and talking about them with him. Through this close, one-to-one contact the teacher can skillfully help the child enjoy self-realization.

As stated previously, all planning and experimentation are based on the knowledge that helping children live fully and adequately through their present stage of development will make it possible for them to face later tasks with interest and enthusiasm and without fear of failure.

SECTION VI

VOLUNTEERS AND STUDENTS

Volunteers

Volunteers have been used in the program whenever available. However, although the volunteer program of the School District of Philadelphia and the Health and Welfare Council of Philadelphia were contacted, none was obtained from these sources. Those who were used in the program came on their own or were sent by interested neighbors.

Staff agreed that carefully selected and well-oriented volunteers can offer invaluable contributions to the nursery school in all areas but especially by making it possible for children to have the many one-to-one contacts with an accepting and interested adult which are essential for the development of positive self-concepts.

Students

Senior students from Temple University majoring in Nursery-Kindergarten-Primary Education were placed in the nursery schools for part of the student teaching requirement for state certification. This was an implementation of the plan to:

1. establish a closer relationship with the College of Education of Temple University;
2. begin the training, during their college years, of nursery school teachers who might develop an interest in working with disadvantaged children;
3. provide another adult in the group who could relate to, and work closely with, the children and to make

> possible more adult help per child (especially important for children in whose lives warm and close relationships with adults are rare).

Sophomore students, as part of their field experiences in a child development course, spent one morning or afternoon a week observing and participating in the groups. This increased the teacher-to-child ratio and also gave the teachers another pair of hands to assist with the many routine jobs.

Both senior and sophomore students were able to extend the experiences of the children through music, stories, puppetry, new ideas and many other things that would otherwise not have been available to them.

SECTION VII

RECORDS

Since record keeping is an integral part of any experimental program, records have been kept in a number of areas.

Children

Each child has a folder containing information regarding health examinations, information from parents, anecdotal records, progress reports, samples of work, and any other information pertinent to measuring or evaluating his growth. (See appendix.)

Educational Program

Each teaching team maintains a daily plan book in which are recorded major aspects of the program for each day.

Long-range plans, a weekly analysis of the program, summary descriptions of selected learning experiences, experimental techniques, new materials, and trips are also recorded. Slides have been made of all learning activities and some tape recordings for discussion and evaluation at a later time.

Work with Parents

Records of home visits, individual conferences, and selected daily contacts with parents are kept by each school.

Social Service

A summary of all home contacts are recorded in a case record for each family. A record of health reports and monthly attendance is also kept (see appendix).

During the last month of the school year, the Home-School Coordinators make a terminal visit and complete a summary report sheet for each family (see appendix). The summary sheet gives the Home-School Coordinator an opportunity to bring together all contacts during the year with emphasis on housing, special problems, and parental attitudes.

Research and Testing

Other kinds of records maintained by the research team are concerned with testing and other measurements and evaluations pertinent to the research design.

SECTION VIII

LOOKING AHEAD TO 1965-1966

Location of Schools

During the 1965-1966 school year, four nursery schools will be in operation at the following locations:

1. The Paul Laurence Dunbar School
   12th Street no. of Columbia Ave.

2. The Gen. John F. Reynolds School
   24th and Jefferson Streets

3. The Thomas Jefferson School
   4th and George Streets

4. The Kenderton School
   15th and Ontario Streets

Selection of Children

During the period from February, 1965, through June, 1965, 400 names of eligible children were obtained from various sources. From this list, 15 children will be selected for each of the eight groups, using the following criteria:

1. Age: three years and seven months to four years and six months
2. Children without serious physical or mental handicaps
3. Family living in low-value and low-standard housing
4. Dependency of family on public services
5. Mothers working
6. Broken homes

Because of the numbers of children eligible for enrollment, it will be possible to be more selective and accept only those families who meet the above criteria. This has not been possible during the previous two years because of the limited number of eligible children available and the fact that there were no Home-School Coordinators to go out into the community to find the families most in need of the nursery school services.

In-service Training

In-service training of staff will continue. Emphasis in seminars will be on the development and evaluation of some curriculum guidelines for providing the kinds of learning experiences needed to help the disadvantaged child.

Staff will also have opportunities to observe other centers, confer with the Project Director concerning teaching procedures, children, or anything pertinent to the program, work closely with the social service staff in identifying problems and planning remedial procedures, and participating in meetings or conferences concerned with programs and goals similar to those of the Experimental Nursery School Program.

Educational Program

Experimentation and identification of materials and techniques that seem effective will continue during the next, and final, year of the project. Although staff will be working on some curriculum guidelines, only the barest outline and suggestions can be made as extensive research is essential before any firm conclusions can be drawn. There is also strong opposition to developing a "packaged nursery school curriculum for disadvantaged children" since all teaching must be individualized for the children, the city, and the community in which they live.

The teaching staff will consider the following questions as they plan:

1. How can what has been learned about child development and good education for young children during the past 25 years be retained in the face of the present crash preschool program hysteria?
2. What are the capabilities, limitations, and present needs of the children in Experimental Nursery School Program?
3. What can the children be reasonably expected to achieve in one year?
4. How can a program that pressures children to such a degree that it compounds their problems rather than helps them be avoided?
5. How can making the child over to fit the school's image be avoided?
6. How can the effectiveness of any instructional materials or teaching procedures be evaluated without objective measurements?
7. How effective can teachers be if parents are often severely limited, unmotivated, and hostile?

Working with Parents

Teachers will continue their efforts to work closely with parents and to involve them as much as possible in active participation in some phase of the program. This has not been too successful in the past as many mothers work and others still feel uncomfortable in any close relationship to a "school." Expectations and requests, therefore, will be based on what parents are ready for--not on any preconceived ideas of how parents must be involved or "educated." For example, teachers feel that sending a note home occasionally to an indifferent or hostile parent telling her some "good news" about her child is a way of involving that parent, albeit psychologically.

Teachers and social service staff will seek ways to coordinate their mutual work with parents more effectively.

Social Service

The social service team will continue to help families with problems that are barriers to adequate living. The efficacy of these services during the past year has been reflected in attitudinal changes in many of the parents concerning schools and education and conscientious efforts on their part to make the home a better place for all members.

With the groundwork laid during 1964-65, contacts with community agencies should yield more and better services to families referred by the Social Worker.

It is also anticipated that the work and findings of the social service team will be of help to those who plan similar programs for the 1965-66 "Get Set" program.

Research

Due to lack of financial support, the research phase of the program will not continue in the Experimental Nursery School Program next year. It will concentrate on follow-up work with the 1963-64 nursery school children who will be in first grade and this year's children who will be in kindergarten.

Relation to the "Get Set" Program

The Experimental Nursery School Program will be funded 100 per cent by the School District of Philadelphia for its final year and will serve as the demonstration program for the in-service training of the staff of the OEO funded "Get Set" program of Philadelphia. The "Get Set" staff will have opportunities to:

1. visit and observe in the four nursery schools of the Experimental Nursery School Program;
2. confer with the Experimental Nursery School Program staff to discuss goals, teaching procedures, and instructional materials;
3. attend professional seminars or meetings with the Experimental Nursery School Program staff.

APPENDICES

APPENDIX A

SOCIAL SERVICE--GUIDES AND FORMS

EXPERIMENTAL NURSERY SCHOOL PROGRAM

HOME-SCHOOL COORDINATOR--JOB ANALYSIS

The Home-School Coordinator will be responsible for helping to maintain a close working relationship between the nursery school and the families of the participating children. This relationship is based on the assumption that when school and parents work together harmoniously for the child, the child and the parent benefit in many ways. The Home-School Coordinator will be responsible for engaging in a number of diversified activities in order to bring about such a relationship.

Under the supervision of the Social Worker, the Home-School Coordinator will:

1. Work closely with her particular school team.
2. Work directly with individual parents in their homes.
3. Enlist and encourage the participation of parents in appropriate school activities.
4. Develop and maintain contacts with local welfare organizations, local religious and educational institutions, and other community organizations.
5. Interpret the goals and educational program of the nursery school to parents and the community.
6. Refer parents with particular problems to proper agencies (after conferring with the Social Worker).
7. Tactfully assist parents to improve physical conditions in their homes which affect the learning habits of their children.
8. Become familiar with the goals of the Experimental Nursery School Program and the ways by which the school is attempting to implement these goals.
9. Assist, through home visiting and interviewing of parents, in the recruital of children for the Experimental Nursery School Program.
10. Maintain those records and regular reporting procedures necessary for keeping the administration of the nursery school project and the school informed of her work.

EXPERIMENTAL NURSERY SCHOOL PROGRAM

Home-School Coordinator Guide

How to tactfully assist parents to improve physical conditions in their homes which affect the learning habits of their children.

Before we can consider offering help in the above situation, we must first look at our own attitudes and prejudices towards the economically and culturally deprived. We must be aware of what they are and not let them interfere with our relationship with the nursery school parent.

The parents who are economically and culturally deprived are very much aware and often suspicious of those who try to help them. They are the first to know when you look down on them. We must learn to accept these mothers as people with feelings, wants, and desires--just as we are. It is the condition or action that is undesirable and not necessarily the person. If we are to be of any help to our nursery school mothers, we must show genuine concern about the welfare of their family. This concern can be conveyed through our attitudes and our actions.

We must also have some understanding of the reasons why some of our nursery school families are so deprived and live in such ill-kept and inadequate housing and why some of the children receive inadequate care.

Some of our parents have lived in poverty all of their lives and are ill equipped educationally and emotionally to cope with the present-day demands of living. Some are so disgusted with their inadequate conditions and their inability to earn a decent living that they have given up hope for a better life. Some are so disorganized that they don't know how to provide a more adequate home for their children. Some are so concerned with the bare necessities of life that they can't think of anything else. And some are just neglectful.

We must let these mothers know that we are concerned about the whole child and not just for the few hours that he is in school. The learning processes continue before and after school. We recognize that the home environment plays a very important role in the child's life, and the parents can help the child make better adjustments. We are not visiting to criticize or judge, but we are trying to support and aid in the development of a wholesome family life.

Some parents have asked this question: "Why are you so concerned, for he is only four years old." We are concerned about the four year old because he is exploring and discovering his environment in a new way, and we want his impressions to be good ones. The school is providing social, intellectual, and cultural enrichment so that the child will be better prepared for the first grade and thereafter. We want to help the parents value, support, and re-enforce what the school is doing.

When we talk to the mothers, we tell them about the nursery. We want each child to feel free to take in all of the classroom experiences--and there are ways the mother can help.

We can list some of the broad areas covered in the classroom. For example, health habits and personal cleanliness. The children are listening to stories, looking at pictures, and playing lotto games about the preparation for school. They see children getting up, washing themselves, brushing their teeth, getting dressed in clean clothes and eating breakfast. From this point of reference we can talk to the parent about their child and what they can do to help. Does the child have a tooth brush, a wash cloth, and towel of his own? Does the mother show him how to use it?

We can talk to our nursery school mothers about housekeeping in relation to orderliness. The children are learning that toys, books, and other items belong in a special place. They are learning to clean up where they mess up. Life at home should be a continuation of these habits. We can ask the parents to point out ways they can help re-enforce these ideas. We can also point out ways to the parent. We had one child who had a difficult time finding a clean place to put the book he brought home from school. Another child refused to hang up her coat at home, however, she hung it up at school. When she was questioned about this, she said that she didn't have a low rack to hang it on. These examples give us an excellent opportunity to deal with housekeeping problems as they relate to child and school.

We can use the above methods as a beginning approach. They can help the family to see how the physical conditions of the home play a part in the child's growth and development at school.

After we help the mother recognize these problems we should find out the ways she thinks she can make improvements. We can make suggestions and help her to organize. In making suggestions and offering help, we must also recognize the realistic difficulties that are present--eg. over-crowded conditions, lack of money, or the number of children. If we are to really be of help, we must plan follow-up contacts with expectation from the mother.

We must encourage the mothers to use the facilities that are available to them--eg. family counseling and homemaking offered by the D. P. A., health services offered by the local health districts, surplus foods, etc.

EXPERIMENTAL NURSERY SCHOOL PROGRAM

MOTHER INTERVIEW SCHEDULE

Name________________________ Interviewed by____________________

Address______________________ Date___________________________

____

I would like to ask you some questions about yourself and your family.

(1) How many children do you have (list them by age and sex) 1.______

____

(a) Do all of your children live with you? yes____ no____ 2.______

(b) If no, how many do live with you? _________ 3.______

(2) How many rooms do you have here? Not counting bathrooms. 4.______

____

(a) Do you have a bathroom used only by your family?

yes______ no______ 5.______

(b) Compared to other places you have lived since you were married, would you say this place is: better ( ), worse ( ), or about the same ( ). 6.______

(3) Race (by observation): Negro____ White____ Other____ (specify)______________ 7.______

(4) Age (at last birthday): ____ 8.______

(5) Religious preference: Prot.____ Cath.____ Jew.____ Other (specify)__________ None____. 9.______

(6) How far did you go to school? (years public school?) ________ 10.______
If any years of vocational training.__________ 11.______

(7) At the present time do you have a job? yes____ no____ 12.______

(a) If yes, briefly describe what you do: _______________ 13.______

(b) About how many hours in a week do you work? ______ 14.______

(c) When you are (or were) working who takes care of your children? ______________________________ 15. ______

(d) If you didn't need the money, would you quit working? 16. ______

(8) In what state were you born? ____________________ 17. ______

(a) How many years have you lived in Philadelphia? ______ 18. ______

(b) In what state did you live before moving to Pennsylvania? 19. ______

(9) Are you at the present time married? yes____ no____ 20. ______

(10) How old were you the first time you were married? ____ 21. ______

(11) Interviewer: Is the following about the present husband ( ) or where the husband is no longer present ( )? 22. ______

(a) Age of your husband (last birthday): ____ 23. ______

(b) How many years of public school did he complete? ____ 24. ______
If any years of vocational training? ____________ 25. ______

(c) What kind of job does he do? (briefly describe)__________ 26. ______
____

(12) Counting yourself, how many people live here? ____________ 27. ______

We are interested in what you would like to see your children do or be when they grow up. (Get general answers, not just for the four year old.)

(13) How many years of school would you like to see your son(s) get? __________ 28. ______

(a) How many years of school would you like to see your daughter(s) get? __________ 29. ______

(14) (a) What kind of job would you like to see your son(s) have when they grow up? (Describe) ________________ 30. ______

(b) What kind of job would you like to see your daughter(s) have when they grow up? (Describe) ______________ 31. ______

(15) What do you think is the best age for your son(s) to marry? 32. ______
____

What do you think is the best age for your daughter(s) to marry? ________ 33. ______

(16) (a) How many children do you think would be the best number for your son to have when he marries? ____________ 34.______

(b) How many children do you think would be the best number for your daughter to have when she marries? ________ 35.______

(17) About how much and what kind of schooling do you think most young men need these days to be successful? ____________ 36.______

(18) Do you believe that today any young man with ability and who works hard can hope to earn $10,000 a year? yes____ no____ 37.______

(19) For a man to get ahead on his job which one of the following do you think is usually the most important?

(a) hard work and ambition? __________ 38.______

(b) playing up to the boss? __________ 39.______

(c) socialize with the boss? _________ 40.______

(20) In general, do you think that the teachers do a good job? yes____ no____ don't know____ Why?________________ 41.______ 42.______

(21) In general, do you think that the schools do a good job? yes____ no____ don't know____ Why?________________ 43.______

(22) Comparing the schools around here to the rest of Philadelphia do you think they are: better____, about the same____, worse____, don't know____. 44.______

(23) Some people say that the schools don't teach the kids much that will help them earn a living. Would you: strongly agree____, sometimes agree____, strongly disagree____, don't know____. 45.______

(24) Have you had any problems with the schools? yes____ no____ 46.______

(a) If yes, what kind? ____________________________ 47.______

EXPERIMENTAL NURSERY SCHOOL PROGRAM

DAY SHEET

NAME: ______________________________ SCHOOL: ______________________

Date	Time	Name or Explanation	Home	School	No Contact	Other

EXPERIMENTAL NURSERY SCHOOL PROGRAM

__________________ Experimental Nursery School

Name: ____________________________
Address: __________________________ Phone no.: ______________
Birthdate: ________________________ Date verified: ____________
Date of entrance: __________________

Household composition:

Name	BD	Rel.	Occupation--Employer or School
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Health Record:
Vaccination mark ________
yes or no

Physical handicap if any ____
____

Record Immunizations (give date)
DPT ______________ Polio I _____
Whooping cough ______ Polio II _____
Tetanus ______________ Polio III _____
Typhoid ______________

Remarks:

EXPERIMENTAL NURSERY SCHOOL PROGRAM
HEALTH REPORT

Principal ____________________ School ______ Head Teacher ____________

Home-School Coordinator ____________________ Session ____ Assistant ____________

Child	Birth date	Parent's name	Address	Birth verified	Vac.	Imm.	Physical
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

EXPERIMENTAL NURSERY SCHOOL PROGRAM
SUMMARY STATEMENT

Home-School Coordinator

School ____________________
Head Teacher ____________________

Name of child
Address

Mother's name

Number of days absent__________
Number of home visits__________

Date first visited__________
Date last visited.__________

Summary of contacts
(include)
living conditions
health problems
management, etc.

Attitude
(nursery school)
(home visiting)
(school)

Other

EXPERIMENTAL NURSERY SCHOOL PROGRAM
PHYSICAL EXAMINATION REPORT

________________________ NURSERY SCHOOL

TO THE PHYSICIAN

We need a statement from the child's physician indicating that the child is in good health. We also need to know if the child has special medical or physical needs which might require special consideration or care in our Nursery School.

NAME OF CHILD ________________________ DATE OF BIRTH ____________

ADDRESS ____

GENERAL HEALTH CONDITION

CONDITIONS WHICH MIGHT REQUIRE SPECIAL CONSIDERATION (physical limitations, diet, etc.)

RECOMMENDATIONS FOR FUTURE FOLLOW-UP (including next immunization)

Date examined______________ Physician's signature______________

Address______________________

EXPERIMENTAL NURSERY SCHOOL PROGRAM

Report of Eye Examination

Date Examined________

Child's Name: ____

Address: ____

____

Visual activity without lenses R. E. ____ L. E. ____ Both ____

with lenses R. E. ____ L. E. ____ Both ____

Diagnosis: ____

____

____

Glasses prescribed YES____ NO____ For constant wear YES____ NO____

Special seating in classroom is advisable YES____ NO____

Should child return for further care? YES____ NO____

Other recommendations: ____

____

____

____
Signature of Eye Specialist

EXPERIMENTAL NURSERY SCHOOL PROGRAM

TEACHER REFERRAL

Date________________

Head Teacher________________

Principal________________

School________________

Home-School Coordinator________________

Name of Child	Attendance	Health	Other--Specify

EXPERIMENTAL NURSERY SCHOOL PROGRAM

PAMPHLETS GIVEN TO PARENTS

"Family Meals at Low Cost," Agricultural Marketing Service, U. S. Department of Agriculture, 1962.

"Feeding Little Folks," E. T. McEnery, M. D. and Margaret Jane Snydam, National Dairy Council, Chicago, 1952.

"Menu of the Month," Thompkins, Eleanor, Home Extension Home Economist, Philadelphia.

"5 is Alive," Understanding Our Children, Dr. S. June Smith, Educators, Mutual Life Insurance Company, Lancaster, Pennsylvania, 1957.

"Parents Also Teach," Educators, Mutual Life Insurance Company, Lancaster, Pennsylvania, 1959.

"Looking Forward to School," The Equitable Life Assurance Society of the United States, New York 19, New York.

"Reading for Better Family Living," Your Family Service Agency and The Free Library of Philadelphia.

"...off to a good start," The Free Library of Philadelphia.

"First Aid," Department of Defense, Office of Civil Defense, reprinted September, 1961.

"Home Nursing Handbook," Metropolitan Life Insurance Company, New York, 1965.

"Your Family's Safety," Metropolitan Life Insurance Company, New York, 1957.

APPENDIX B

EDUCATIONAL PROGRAM--GUIDES AND FORMS

EXPERIMENTAL NURSERY SCHOOL PROGRAM

PROGRAM PLANNING

EACH WEEK'S ACTIVITIES SHOULD BE PLANNED TO GIVE THE CHILDREN OPPORTUNITIES FOR:

1. Developing communication skills
2. Enjoyment of books, literature
3. Experiences in auditory discrimination
4. Experiences in visual discrimination
5. Art and music experiences
6. Science experiences
7. Number experiences
8. Development of space concepts
9. Development of time concepts
10. Learning about the symbol system
11. Learning about the immediate environment
12. Sensory exploration
13. Learning to relate adequately to others
14. Developing a positive self-image
15. Realization of an "order" in living
16. Aesthetic enjoyment
17. Large muscle development and motor coordination and control
18. Furthering good health habits

EXPERIMENTAL NURSERY SCHOOL PROGRAM

Working Paper--Curriculum Development

Social Studies

GENERAL GOALS

1. To learn facts, generalizations, attitudes, and skills associated with society.
2. To assist the child to understand the concepts that describe and explain human society, and to develop the insights, skills, and moral qualities which are desirable in democratic citizens.

SPECIFIC GOALS

1. To develop attitudes and behavior that make for good citizenship.
2. To give children fuller understanding and knowledge of society.

To develop attitudes and behavior that make for good citizenship.

Concepts to be learned:

- A. The personalities and property of others should be protected and respected
    1. We should respect and help others.
        - a. We work together, plan together.
        - b. We are courteous and polite to each other.
        - c. We help others whenever we can.
        - d. We listen when others talk.
    2. We do not destroy others' property.
    3. Each person is important and contributes to our life in some way.
        - a. We learn who the children and adults are.
        - b. We learn how people are alike and different; what they like and don't like.
        - c. We learn what they do and how what they do helps us.

B. Democratic society offers rights and privileges to its citizens and requires its citizens to respect the rights and privileges of others.
  1. Each person has rights and responsibilities.
    a. We don't take things belonging to others
    b. We don't hit or push.
    c. We take turns, share.
    d. We take care of our own needs,
    e. We help take care of our room (clean up, picking up, putting toys away).
    f. We do chores: give out materials, cookies, etc.
    g. The teacher does not permit others to hit us, take things away from us, or hurt us in any way.
    h. We have the right to use all toys and equipment at some time.

  2. Each person must accept limitations, live up to rules, help make rules.
    a. We follow rules, accept limitations.
    b. We help make rules, discuss them.
    c. We learn to take care of property: materials, toys, equipment.

C. Behavior is a better guide to character then social or economic status, occupation, religion, nationality, and the like.
(Develop as above.)

D. Decisions should be made in terms of the probable consequence and not based on personal convenience or comfort.
(Develop as above.)

E. Man should cultivate reverence toward life.
(Develop as above.)

F. Man should learn to live harmoniously with nature and avoid reckless use of its resources.
(Develop as above.)

G. Love of one's homeland and loyality toward it are natural and important feelings to cultivate.
(Develop as above.)

H. Loyality toward such values as good will, personal freedom, and open-minded inquiry is a natural and important feeling to cultivate.
   (Develop as above.)

To give children fuller understanding and knowledge of society.
Concepts to be learned:

A. The way people live is in large part the result of their heredity, geographical environment, and traditions.
   1. People live in many different places--some near, some far away.
      a. Some places are hot, some cold.
      b. Some look like our city, some look different.

   2. Some people are like us, some people are different.
      a. Some people dress the way we do, some dress differently.
      b. Some people talk the way we do, some people talk differently.
      c. Some people look like us, some people are different.
      d. Some people do different things, some people do the same things we do.

B. Man has increased his control over his physical environment sufficiently so that he is no longer so completely at its mercy as in former times.
   1. People use their environments in different ways for living and working.
      a. People live in different places and different kinds of buildings.
      b. People work in different places.

   2. People work in different things and all need each other in order to live well and happily.
      a. Each one's work is important.
      b. There are many things one can do for work.
      c. We depend on other people and what they do.
      d. Each person should learn to work at something.

C. Man's inventions and discoveries have increased his standard of living, his leisure, and his power to produce and distribute goods.
   1. People build and use vehicles in order to help them live better.

a. Vehicles help people go to work.
b. Vehicles help people go far away.
c. Vehicles help people have fun.
d. Vehicles bring us things we need for living.

2. People build and use such things as refrigerators, air conditioners, can openers, etc.
(Develop as above.)

D. Man has created government to coordinate certain social activities and to protect both the individual and the group.
(Develop as above.)

E. Changes are always taking place in society; yet, they are usually gradual and are not always beneficial to man.
(Develop as above.)

LEARNING TASKS

1. The role of a child, as distinct from that of adults.
2. The role of a boy, of a girl.
3. Family roles: mother, father, children.
4. Artifacts of society and how each is used.
5. Role of community helpers.
6. Differences between city and country.
7. Nature of school (routines, limits, etc.).
8. Relationships of people in the world.
9. Basic concepts of the society as exemplified in special days.
10. Activities associated with special holidays.
11. Costumes appropriate for a particular activity or occasion, as well as weather.

EXPERIMENTAL NURSERY SCHOOL PROGRAM

Working Paper--Curriculum Development

Following are suggested curriculum items for which we will develop descriptive scales of the hierarchy of behavior for that particular item:

1. LANGUAGE ARTS
    a. Listening to oral language
    b. Following directions
    c. Listening to stories
    d. Using oral language (labeling or naming, answering questions, asking questions, commenting, describing experiences, and evaluating)
    e. Participating in group discussions
    f. Visual discrimination
        (1) likenesses, differences--gross
        (2) color identification--primary colors
        (3) likenesses, differences--fine
        (4) color identification--other colors, shades
        (5) matching--colors, symbols, pictures, and objects
        (6) geometric symbols, letters, numerals
        (7) looking at pictures and identifying components
        (8) recognizing own name and labels
    g. Looking at books
    h. Auditory discrimination
        (1) gross sounds
        (2) fine sounds--musical instruments: objects such as egg beaters, rattles, glasses, etc.
        (3) letter sounds--consonants
    i. Pre-writing
        (1) scribbling with large crayons or paint brushes--no control of instrument
        (2) beginning control of large crayon, paint brush--controlled scribbling
        (3) making circles and lines with crayon, paint brush, or pencil
        (4) beginning to write name
        (5) beginning to make letters and numerals
2. CONCEPTUAL DEVELOPMENT
    a. Concrete concepts
        (1) naming objects in immediate environment (such as faucets, saucer, jacket, magnet, plants, etc.)
        (2) seeing, labeling, and understanding happenings in immediate environment (steam shovels, elevators, typewriters, etc.)
    b. Abstract concepts
        (1) time
            (a) day, night
            (b) personal time

        - (c) gross time segments--morning and afternoon
        - (d) other gross time segments--days and weeks
        - (e) smaller time segments--hours and minutes
        - (f) calendar time and clock time
    - (2) space concept
    - (3) number concepts
        - (a) understanding of one and two
        - (b) counting to five
        - (c) recognition of groups of two
        - (d) understanding of one through five
        - (e) counting to ten
        - (f) understanding of groups of two, three, and possibly four
    - (4) other abstract concepts such as the concepts of larger, smaller; high, low; loud, soft; afraid, love; happy, sad; etc.

3. SOCIAL DEVELOPMENT
    - a. related to children
    - b. related to adults
    - c. group participation
    - d. sharing
    - e. respecting property rights
    - f. self-help
    - g. housekeeping activities
4. PHYSICAL DEVELOPMENT
    - a. large muscle development
    - b. small muscle development
    - c. eye-hand coordination
    - d. developing good health habits
5. CREATIVE EXPRESSION
    - a. art
        - (1) crayons
        - (2) easel painting
        - (3) finger painting
        - (4) clay, dough, plasticene
        - (5) cutting and pasting
        - (6) other media
    - b. music
        - (1) rhythms
        - (2) singing
        - (3) use of instruments
        - (4) listening

EXPERIMENTAL NURSERY SCHOOL PROGRAM

INFORMATION FROM PARENTS

Name of school ______________________________

Child's name ______________________________
First Last Nickname

Birthdate ______________________________

How does he get along with brothers and sisters? ______________
____
____

How does he get along with other children? ______________
____
____

What toys does he like best? ______________

What does he like to do most? ______________
____
____

How much help does he need with dressing? ______________
____

Can he take care of his own toilet needs? ______________

Does he have any food allergies? ______________
____

How is his health? ______________ Frequent colds? ______________
____

Who is his Doctor? ______________

Has he ever been to nursery school before? ____________ Which one? __________

Has he ever been away from home? __________ Where and how long? __________

Does he go to Sunday School?________________Which one?________________

Who will bring him to school and take him home?____________________

Who takes care of him when you are away?________________________

Where can you be reached in case of an emergency?____________________

____

Whom else could we could we contact?____________________________

____

Does he take an afternoon nap?__________________________________

How many hours does he sleep at night?____________________________

Does he do what he is told to do?________________________________

How do you punish him when he misbehaves?_________________________

____

Does he have a favorite toy or blanket that he carries around with him or takes to bed at night?____

How does he feel about coming to nursery school?_____________________

____

How do you feel about sending him?_______________________________

____

We would like to have you visit the nursery school often. What is the best time for you to come?____

Do you play the piano, any other musical instrument, sing, or have any other talents?____

____

Is there anything else you would like to tell us about your child?________

____

____

Date:____________________ Teacher:______________________________

EXPERIMENTAL NURSERY SCHOOL PROGRAM

PROGRESS REPORT

Child's Name:	Name of School:
Birthdate:	Date:

1. Description of child
   - a. Physical characteristics, motor coordination
   - b. Health--colds, etc.
   - c. Tics, nervous habits
   - d. Cleanliness, grooming
2. Social relations
   - a. With family
   - b. With peers
   - c. With other adults--teachers, principal, nurse

     (Shy, friendly, aggressive, fearful, indifferent, hostile, leader, follower, possessive, jealous, confident, submissive, favorite friends, plays with boys or girls or both, plays by himself most of the time or with peers, competitive, liked and accepted by peers, rejected by peers)
3. Emotional
   - a. Confident, fearful, insecure, anxious, angry, apathetic, happy, cries a lot, pouts, sulks
   - b. Outgoing, withdrawn
   - c. Acts out, shows off, always wants to be first
   - d. Reaction to frustration, limitations
   - e. Symptoms of stress

4. Intellectual
    - a. Observant, curious, quick to grasp new ideas or concepts
    - b. Attention span--long or flitting
    - c. Problem-solving ability
    - d. What he enjoys doing most
    - e. Has varied interests or is limited
    - f. Perseveres or is easily discouraged
    - g. Memory--short or long
    - h. Verbal ability
5. Conclusion: what would you like for this child: goals, where he needs help, plans for the future

Signature of Teacher:

NURSERY SCHOOL IS A PLACE TO LEARN

NURSERY SCHOOL IS A PLACE TO LEARN THINGS THAT WILL HELP YOUR CHILD WHEN HE GOES TO KINDERGARTEN AND FIRST GRADE.

HE WILL LEARN--

about people and things that are important in everyone's life:

people like the fireman, nurse, policeman

and

things like plants, bird's nests, magnets, machines, food, houses

many new words and ideas that will help him when he begins to learn to read later on in first grade

how to take care of himself and help others

to do little jobs to help keep his classroom in order

that he is a very important and worthwhile person and can do many things well

how to use crayons, paints, clay, scissors, etc., to help his "writing" muscles get ready for the time when he will begin to really write

to get along with other children and his teachers and to like school

YOUR CHILD CAN GO TO THE ____________ NURSERY SCHOOL--

1. if he was born between February 1, 1961 and January 31, 1962.

2. if he has a birth certificate. If you don't have your child's birth certificate, you can get one at City Hall Annex, room 624 for $1

   or

   you can get a statement for school purposes free at City Hall Annex, room 624.

3. if he has been vaccinated and immunized against Diptheria, Whooping Cough, Tetanus, and Polio. If not, take him to the health district checked below or your private physician:

☐ Health District 5 1900 N. 20th St. PO 3-1744

☐ Health District 6 415 W. Girard CE 6-1560

☐ Health District 8 1401 Butler St. BA 3-9620

4. if he has had a complete physical examination during July or August, 1965. You must make an appointment at the same health district checked above or see your private physician.

If your child has not had all of the above things done by September 1, 1965, he will not be considered for nursery school. So keep all the health records and show them to whoever contacts you again in the Fall.

REFERENCES

1. Deutsch, Martin, Social Influences on Intellectual Development. (Prepared for 2nd conference at Columbia University, July, 1962.) Published in Passow, A. H. (ed.), Education in Depressed Areas, Bureau of Publication, Teachers College, Columbia University, New York, 1963.

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Part II--RESEARCH

Dr. E. Kuno Beller

SECTION I*

Our research activities during the past year can be divided into two major areas. One area of our work dealt with a follow-up study of the children who participated in the first year of the nursery project and who had moved on to kindergarten. The second major area consisted of our research with the children who attended the nursery school classes during the second year of our project.

FOLLOW-UP STUDY IN KINDERGARTEN

In order to carry out the follow-up study of the 55 children who were enrolled and tested in the first year's nurseries, a control group of equal size was selected.** Not all of the 55 nursery children remained in our project schools, nor did all of the original children go on to kindergarten. However, a substantial majority of the original children, i.e., 70%, did continue in kindergarten classes of our project schools. An intensive search was undertaken to locate 30% of the children who had moved. We have been able to relocate all but five of these children. Arrangements have been made to carry out limited follow-up study of these children.

The instruments employed and constructed for the initial assessment and follow-up study of intellectual, social, and emotional functioning in our children have been described in greater detail in the Progress Report. For the purpose of clarity, I shall briefly summarize these instruments and the content of the areas studied.

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* The report covers research carried out between September 1, 1964 and August 31, 1965.

** The sample characteristics of the first year's nursery children are described in the previous year's Annual Report by Professor Bell. A full discussion of the control group can be found in the Progress Report of April, 1965.

The core test battery used both in initial and follow-up study consisted of a verbal and non-verbal test of intelligence, i.e., the Stanford-Binet Test (SB) and the Draw-a-Man Test (DAM) by Goodenough;* rating scales of dependency, autonomous-achievement-striving, and aggression to assess the child's social functioning in the classroom, and the Children's Apperception Test to study the child's emotional adjustment to himself and to others around him.

Tests of the intellectual and emotional functioning were carried out by one examiner during the winter and spring of 1964. The follow-up study on these children was carried out by two different examiners during the same period in 1965. The examiners who carried out the follow-up study did not know which children attended the original nursery and which children were part of the control group. This step was taken to assure objectivity and greater validity of our follow-up measures. Different teachers participated in assessment of the children's social functioning in the classroom in 1964 and in 1965. However, the kindergarten teachers of the 1965 group did know which of the children attended the nursery but did not know which of the remaining children in her class were assigned to the control group.

In addition to the original test battery, we introduced one more verbal and one more non-verbal measure of the child's intellectual functioning in the follow-up study. I also constructed a device for assessing a child's attitude towards the test situation as a possible indicator of a child's readiness to learn. The additional non-verbal test of intelligence was the Peabody Picture Vocabulary Test (PPV) and the additional verbal test of intelligence was the

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* The two tests sometimes will be referred to henceforth by the abbreviated symbols SB and DAM.

Philadelphia Verbal Abilities Test (PVA).* The newly constructed instrument for getting at a child's attitude towards the test or learning situation consisted of a series of rating scales.

We have continued collecting data on parental interviews. The parents of kindergarten children who have the prior nursery experience and those who did not attend nursery are being re-interviewed. The interview schedule is a modified version of the one constructed by Professor Bell.

Data collection in the follow-up study started in January of 1965 and continued until July. Since that time we have gotten into the processing of these data and, for the purpose of the present report, certain preliminary analyses were carried out during the past few weeks. The outcome of these analyses is presented in the section which follows.

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* The two tests sometimes will be referred to henceforth by the abbreviated symbols PPV and PVA.

SECTION II

FINDINGS FROM THE FOLLOW-UP STUDY

The presentation of findings will be organized around the three major areas studied, i.e., intellectual functioning, social functioning, and a child's attitude toward the test situation.* The impact of the nursery school program was measured in three different ways: a) by studying changes from the nursery to the kindergarten, b) by comparing those children in kindergarten who were in the nursery with those who were not in the nursery, c) by determining to what extent a child's personality affected his ability to gain intellectually from his experiences in the nursery, and to what extent attitudes toward the test situation revealed the impact of the nursery experience.

Intellectual functioning

All the children who attended our nurseries made a substantial gain in intellectual performance over the period of one year. As can be seen from Table 1, this gain was consistent in every one of the four schools although the magnitude of the gain ranged from an increase of 2.5 I.Q. points in one school to a gain of 11.7 I.Q. points in another school. The average I.Q. of the whole group rose from 92.3 to 98.1, i.e., from low-normal to average in terms of population norms for the Stanford-Binet Test.

The Stanford-Binet is a highly verbal test. It is widely used throughout the country and probably is as well-standardized as any other existing intelligence

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* As indicated earlier, the findings presented here are incomplete. Not all the data have been analyzed and statistical tests still remain to be carried out for the majority of the analysis presented in this report.

TABLE 1

Average I.Q. score on the Stanford-Binet Intelligence Test
for nursery children in two successive years

	YEARS			
SCHOOLS				
	N	1964	N	1965
A	(15)	87.5	(13)	99.2
B	(14)	88.8	(13)	91.3
C	(14)	98.4	(12)	105.0
D	(12)	95.1	(10)	100.6
TOTAL	(55)	92.3	(48)	98.1

test for young children. The highly verbal nature of this test makes it particularly important that our children were able to reach an average level of functioning compared to the rest of the population since this has been generally recognized as one of the most serious deficits in the educational background of deprived children. The fact that this test is very well standardized and highly dependable lends considerable confidence to the validity of our findings. An additional factor should be mentioned which further supports the validity of our findings. Because of uncontrollable factors or conditions, the children were initially tested during the second half of the school year. While such timing of the testing was by accident rather than by design, it has two important implications. It means that our base line testing was done after the children had already had an opportunity to benefit from the nursery experience and, therefore, most likely gave us a minimal and conservative estimate of the amount of gain a child made as a result of his nursery experience. The second implication is that our children's gain in intellectual functioning is more stable than it would have been if the tests had been administered in the beginning and the end of the nursery year. By carrying out the initial testing after the child had had an opportunity to adjust to the school situation, we were likely to pick up less irrelevant factors which might have affected a child's performance on the test; by testing the child at least six months after he had left the nursery, we are assured of the more enduring and less temporary nature of the gain we found in the intellectual performance of our children.

Our children failed to make a substantial or consistent gain on the DAM, a non-verbal test of intellectual functioning. The DAM test involves visual-motor coordination and a child's ability to represent his concept of himself and of others graphically. Inspection of Table 2 shows that gains were made in two schools while the performance of children in the two other schools decreased slightly from

TABLE 2

Average I.Q. scores on the Goodenough Intelligence Test for nursery children in two successive years

SCHOOLS	YEARS			
	N	1964	N	1965
A	(12)	91.8	(13)	99.5
B	(11)	89.7	(13)	96.6
C	(13)	102.0	(11)	97.1
D	(13)	99.0	(10)	96.8
TOTAL	(49)	96.0	(47)	97.6

nursery to kindergarten. Although there was an overall gain in the total group, the magnitude of the change was so slight that it has probably neither practical nor statistical significance. It would therefore appear that curriculum planning in the nursery needs added emphasis for the two areas of visual motor coordination and representation of self.

We shall now turn to our second method of evaluating the impact of the nursery on the child's intellectual functioning. Here we compared the performance of two groups of kindergarten children, namely, those who had the nursery experience, whom we shall designate as the N group, and those who entered kindergarten without any prior experience, whom we shall henceforth refer to as the NN group. If the nursery experience had been effective, the children with such an experience should perform better on our intellectual tests than those children who did not have prior nursery experience. As I indicated earlier, in our re-testing in kindergarten we added two more instruments to measure change in intellectual performance. One of these instruments, a verbal test, namely, the Philadelphia Verbal Abilities Test, and the other a non-verbal test of intelligence, namely, the Peabody Picture Vocabulary Test. The addition of two such tests was important particularly because of divergent findings on our original verbal and non-verbal tests, i.e., we found a consistent gain on the SB, the verbal test, and an absence of any substantial or consistent gain on the DAM, the non-verbal test. By getting two measures of each verbal and non-verbal intellectual functioning, we could expect to get a more stable picture of the divergence in the nursery's impact on the child when measured by these two different types of tests.

When we examine comparisons in Table 3 between the N groups and the NN groups on our two verbal tests, we find that the nursery had a positive and consistent effect on verbal-intellectual functioning as measured by both of our tests in all four schools. Without exception, the children who had the nursery experience

TABLE 3

Average I.Q. scores on the Stanford-Binet Test (SB) and on the Philadelphia Verbal Abilities (PVA) for a group (N) of children with prior nursery experience and another group (NN) without prior experience.

SCHOOLS	GROUPS OF CHILDREN	TWO VERBAL INTELLIGENCE TESTS			
		N*	SB	N*	PVA
A	N	(13)	99.2	(11)	101.1
	NN	(11)	91.1	(11)	100.0
B	N	(13)	91.3	(11)	100.0
	NN	(19)	82.4	(19)	97.4
C	N	(12)	105.0	(11)	100.0
	NN	(12)	96.1	(11)	95.5
D	N	(10)	100.6	(10)	104.4
	NN	(11)	94.2	(9)	103.3
TOTAL	N	(48)	98.1	(41)	100.7
	NN	(53)	89.8	(49)	98.6

N* denotes number of subjects.

performed better than those who did not have that experience. However, the two tests reveal striking differences in their sensitivity to measure the impact of the nursery experience. The SB test yields a much larger superiority of the children who had the nursery experience, whereas the PVA test gives this group of children only a very slight edge over those who did not have the nursery experience. The SB test is not only a more well-established test of a child's intellectual functioning, but it is also an individually-administered test. In contrast, the PVA is limited as a measure of a child's intellectual functioning and is administered as a group test. It certainly would seem, on the basis of our present findings with the two tests, that if one wants to assess the impact of nursery experience on later intellectual functioning one should rely neither on a group test nor on a test which attempts to measure intellectual functioning only secondarily. Another interesting finding concerning these two tests of verbal intelligence is that the PVA test tends to yield a higher score than the Stanford-Binet Test. It is important to keep this in mind for purposes of comparisions with our children and the population at large.

When we compare the performance of our two groups of kindergarten children on the two Non-verbal Intelligence Tests we find again less consistency on the superiority of the group who had the nursery experience. (See Table 4). The direction and magnitude of the difference between the N and the NN groups on the DAM test varies from school to school and adds up to practically equal average scores for children who had the nursery and children who did not have the nursery. The data are not all in yet for the PPV, the other non-verbal test. However, we find again that the superiority of the children who had the nursery experience is not consistent throughout all three schools. Yet their superiority in two of the three schools is so marked that the total N group performed clearly better on this test than the total NN group. Unlike the DAM test the PPV test does not

TABLE 4

Average I.Q. scores on the Goodenough Draw-A-Man Test (DAM) and on the Peabody Picture Vocabulary Test (PPV) for a group (N) of children with prior nursery experience and a group (NN) without prior experience.

SCHOOLS	GROUPS OF CHILDREN	TWO NON-VERBAL INTELLIGENCE TESTS			
		N*	DAM	N*	PPV
A	N	(13)	99.5	(11)	79.5
	NN	(11)	96.9	(11)	82.5
B	N	(13)	96.6	--	--
	NN	(19)	98.1	--	--
C	N	(11)	97.1	(11)	94.0
	NN	(11)	88.0	(11)	78.8
D	N	(10)	96.8	(10)	90.9
	NN	(11)	104.5	(9)	78.6
TOTAL	N	(47)	97.6	(32)	88.0
	NN	(52)	97.0	(33)	79.9

N* denotes number of subjects.

involve visual motor coordination or representation of self and others. It does involve more memory and manipulation of verbal symbols than the DAM test and this may account for the greater similarity of findings on the PPV and our two Verbal Intelligence Tests. However, in one important respect the PPV test differs from all the other tests we have used. The I.Q. scores derived from the PPV are on the average 13 points lower than those derived from our other tests. While this may not hold true for middle class children, it certainly should be kept in mind when this test is used to derive I.Q. estimates for educationally deprived children.

In all, we may conclude that the nursery experience has a more homogeneous favorable effect on verbal than non-verbal intellectual functioning of a child. In contrast, it seems that some teachers or programs are strikingly more effective than others in raising the non-verbal intellectual performance level of the children. An important next step would therefore be to investigate specific aspects of the curriculum which affect the non-verbal intellectual functioning of the pre-school child. We may get an important clue from the DAM test which produced the most heterogeneous results. There are few, if any, responses on this test that a child would associate with right and wrong or praise or criticism. The potential fruitfulness of further work in this direction can be seen from the outcome of a study which has just been completed in our project kindergarten groups.*

One of the objectives of this particular study was to determine the relative effectiveness of two methods of reward on learning in the child. One method was called extrinsic and the other intrinsic reward. In the extrinsic method the child was praised by the adult whenever he made a correct response in a problem solving task. In this method the child was not given an opportunity to observe the consequences of his own response. He had to depend entirely on the comment by the examiner for judging whether he did well or poorly. Under the intrinsic condition the child was given no praise for making a correct response. However, he was permitted to see for himself whether he had made a correct or incorrect response. In short, in the intrinsic method the child had to reply on himself for learning from his experience whereas in the extrinsic method the child was forced to be highly dependent on the teacher for his learning.

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* The study has been carried by Mr. Arnold Young as part of a Doctoral Dissertation at Temple University under the supervision of the author of this report.

The study was carried out in our four kindergarten groups and was entirely limited to deprived children; it yielded two striking findings that were of particular interest to us. As can be seen from Figure 1, these children learned quite well when they received praise from the adult examiner for making the correct response. Moreover, prior nursery experience had no appreciable effect on learning under the extrinsic reward condition. The outcome was dramatically different for the learning of the children under the intrinsic reward condition. All of our deprived children did more poorly under this condition in which they had to rely on themselves to learn from their own experience. However, a clear difference emerges here between the children who had the nursery and those who did not. The children who did not have prior nursery failed entirely to learn when forced to rely on their own experience. In sharp contrast, the children who had prior nursery were able to learn when forced to rely on themselves.

Since a non-verbal task was used in the above study, it is possible to draw the following conclusion. The two schools in which prior nursery attendance raised the children's performance on the non-verbal DAM and PPV tests might have given their children greater opportunity to learn from their own experience, whereas the teachers in the other two schools made the child rely more heavily on the teacher than on himself for discovering whether he did something right or wrong. This provides an important and clear direction for curriculum planning.

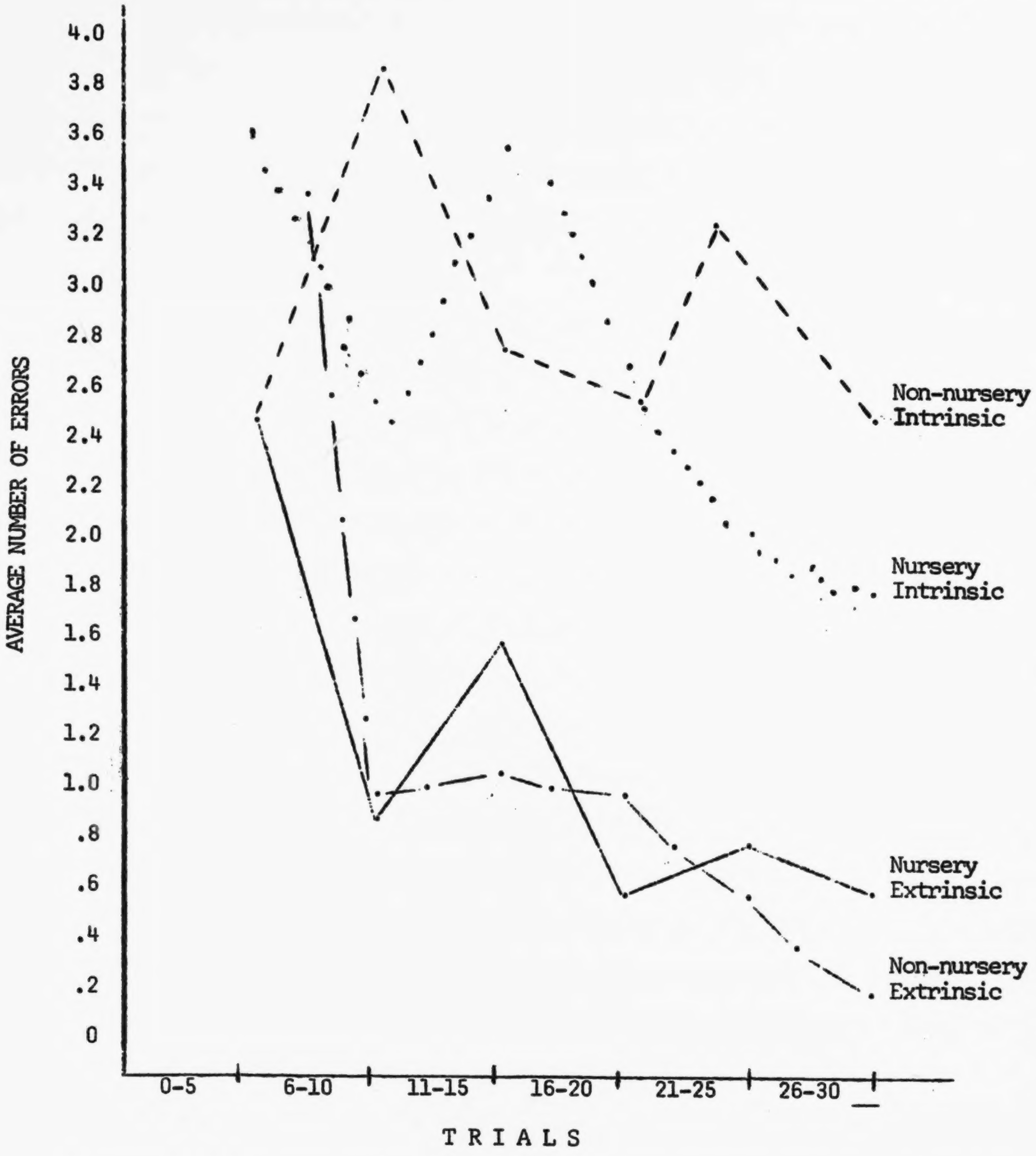

Figure 1 Mean errors over trials on a problem-solving task for kindergarten children with prior compared to those without prior nursery school - under two types of reinforcement.

Social Functioning of the Child

A third method of evaluating the impact of nursery experience has been to investigate how the child's social functioning and personality affect his ability to gain or not gain from a nursery experience. Twenty-two scales were constructed to evaluate each of our children in four areas of his social functioning: a need to affiliate with peers, dependency on adults, autonomous achievement striving, and aggression. The outcome of our analysis is contained in Table 5. Section a of this Table shows that a child's dependency on his teacher had an appreciable effect on his ability to benefit from the nursery experience. Specifically, the more dependent a child was in the nursery the poorer was his performance a year later on the SB test. In short, the child's dependency on teachers interfered with his ability to gain from the nursery experience for his intellectual functioning later on. It is interesting to note that dependency on the teacher seemed to be unrelated to a child's concurrent intellectual performance. (See Sections b and c of Table 5).

The next area which is most important for the effectiveness of the nursery experience on the child's intellectual functioning is a child's motivation to achieve by himself or what we have called autonomous achievement striving. It appears that the more motivated the child is to draw on his own resources in his achievement efforts the better is his performance on the Binet Intelligence Test. However, this relationship holds somewhat more strongly in the concurrent that in the predictive direction. That is, children who are more motivated to draw on their own resources in the nursery also perform better intellectually in the nursery, and kindergarten children who are more motivated to draw on their own resources in kindergarten also perform better intellectually in kindergarten. The relationship is in the same direction between a child's tendency to be autonomous in the nursery and his intellectual performance a year after he had left the

TABLE 5

Correlations (r) between social motivational factors and I.Q. scores derived from the Stanford-Binet Test.

MOTIVATIONS	N		r
		1964 to 1965	
Dependency on Children	(46)		.13
Dependency on Teachers	(46)		-.64**
Autonomous Achievement	(46)		.23
Aggression	(46)		-.08
		1964	
Dependency on Children	(49)		.12
Dependency on Teachers	(49)		-.01
Autonomous Achievement	(49)		.30*
Aggression	(49)		-.02
		1965	
Dependency on Children	(33)		.06
Dependency on Teachers	(33)		-.19
Autonomous Achievement	(33)		.37
Aggression	(33)		-.35

* $p < .05$, ** $p < .01$

nursery. However, this predictive direction is somewhat weaker than the concurrent directions as I have just described it. In all, this particular area of the child's functioning seems to be the one most consistently related to his intellectual performance and, therefore, deserves a great deal of attention in building a curriculum.

A child's overt aggression is apparently quite unrelated to his intellectual performance below kindergarten. Also, the degree to which a child is aggressive in a nursery apparently has no bearing on the child's readiness to benefit from his nursery experience (See Section a of Table 5). However, in kindergarten, as can be seen from Section c in Table 5, the more aggressive children perform more poorly on the Intelligence Test.

Finally, a child's need to affiliate with or to depend on his peers seems to be entirely unrelated to his intellectual performance as well as to his readiness to benefit from the nursery experience. Whatever else the importance of this area of the child's functioning might be, it has very little relevance to academic achievement in four to six year old educationally deprived children.

The findings presented in Table 5 may be summarized as follows: A child's tendency to draw on his own resources in his efforts to achieve relates consistently to his current and future intellectual functioning and, therefore, deserves much attention in the curriculum for nursery and kindergarten teachers. A child's dependency on his teacher in the nursery has considerable consequence for his ability to benefit from the nursery experience for his later intellectual functioning. Therefore, this area of the child's functioning deserves most attention early during his nursery experience. A child's tendency to be aggressive seems to be irrelevant to the child's intellectual performance in the nursery. However, later on in kindergarten heightened aggression does interfere with a child's academic achievement. Therefore, for purposes of its impact on intellectual functioning aggression deserves more attention in kindergarten than in the nursery program. Last, a child's need to affiliate with his peers or to depend on his peers is quite unrelated to his intellectual performance.

Attitudes Toward Test and Learning Situations

The last part of our follow-up study which is ready for presentation at this time is our analysis of children's reactions to test or learning situations which can be used as indicators of a child's readiness to learn. I have constructed eight dimensions on which the examiner rates the child at the end of each period during which the child is exposed to a series of problems which he is asked to solve.

The first step in our analysis was to carry out a Factor Analysis on part of the data collected on these scales. The purpose of the Factor Analysis was to see whether the eight different dimensions would cluster into certain groupings. It would be uneconomical to analyze each of the dimensions separately if these dimensions do hang together. Table 6 presents the outcome of the factor analysis. We find that the eight different dimensions cluster into two different factors. Factor I represents a measure of work motivation consisting of three dimensions: Involvement, Cooperation, and Persistence. Factor II represents a child's effect or his emotional attitude toward the test situation and consists of three dimensions: seriousness, inhibition, and rigidity. The two remaining dimensions failed to cluster and stood out by themselves. One of these dimensions is Fidgety to Calm and the other Tense to Relaxed. It appears that these two dimensions have more to do with motor and physiological components underlying overt behavior and attitudes.

Although there are some sex differences, it is more important in this particular context to notice the similarity with which the two factors of work

TABLE 6

Factorial Structure of Children's Reactions to Learning and Test Situations

REACTIONS	BOYS (N=75)		GIRLS (N=74)	
	Factor I	Factor II	Factor I	Factor II
Serious-Casual	00	-93	01	-90
Involved-Uninvolved	-83	02	-88	-05
Expressive-Inhibited	-14	35	-32	48
Cooperative-Uncooperative	-41	-10	-82	16
Fidgety-Calm	17	10	27	22
Persistent-Non-persistent	-42	-02	-94	09
Rigid-Flexible	15	-32	25	-29
Relaxed-Tense	24	19	-35	44

motivation and emotional attitude emerge both in boys and in girls. As a result of these findings, we proceeded to work with the clusters rather than with the individual items included in each of the two Factors.

The comparison between our two kindergarten groups is presented in Table 7. Only on cluster 2 were the two groups significantly different from one another. The nursery children had a better emotional attitude toward the test situation by being more casual, expressive, and flexible while the control children who did not have the nursery experience were more somber, inhibited, and rigid when confronted with the various problem solving tasks. Thus, it is safe to conclude that the children who had had the prior nursery experience were emotionally more ready to face a learning situation.

The third analysis dealt with the relationship between the dimensions of the behavior ratings and the child's performance on the verbal and non-verbal intelligence test. The outcome of this analysis is presented in Table 8. We find that both work motivation and emotional attitude relate to the child's performance on the two intelligence tests. Children who were more involved, persistent, and cooperative, in short, more motivated toward academic achievement performed better both on the verbal and non-verbal intelligence test. With regard to emotional attitude, we find that children who were more somber, inhibited, and rigid received lower scores both on the SB and the DAM test. The motoric and the physiological components were entirely unrelated to the child's performance on these two intelligence tests. We might conclude from these findings that the work motivation Factor and, particularly, the emotional attitude Factor, do relate significantly and meaningfully to a child's academic achievement and his readiness to learn. Moreover, our measure of emotional attitude is quite sensitive in picking up the impact of the nursery experience on children in kindergarten.

TABLE 7

Comparisons of Reactions to the Test Situations Between Children With (N) and Without (NN) Prior Nursery Experience.

REACTIONS	GROUPS			
	N-GROUP (N=48)	NN-Group (N=53)	t	p
Work-Motivation	13	13.3	---	n.s.
Emotional-Reaction	12	14.7	2.76	<.01
Fidgety-Calm	4	3.4	---	n.s.
Relaxed-Tense	3.9	3.4	---	n.s.

TABLE 8

Correlations (r) Between Children's Reactions to the Test Situation and their I.Q. Scores on the Stanford-Binet Test (SB) and on the Draw-A-Man Test (DAM) Based on 111 Children

REACTIONS	SB	DAM
Work-Motivation	.24*	.23*
Emotional-Reaction	-.41**	-.23*
Fidgety-Calm	.06	00
Relaxed-Tense	.03	.05

$* \ p < .05, \ ** \ p < .01$

In the spring of 1965 Dr. Amidon of the College of Education, Temple University, carried out systematic observations of teacher behavior in our kindergarten classes. A preliminary analysis of relationships between teacher behavior and our children's intellectual functioning yielded the following findings. Some teachers were higher than others on accepting feelings, accepting ideas, praising children and in whose class the children initiated more questions than merely responding to questions from the teacher. Children whose teachers were higher in that direction gained more in intellectual performance from the nursery to kindergarten, had higher intelligence scores than children without prior nursery experience, and performed altogether better on intelligence tests.*

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* A report of this aspect of our research will be presented at the American Educational Research Association meetings in February of 1966. A second paper entitled "The Impact of Pre-School Experience on Intellectual Development in Educationally Deprived Children" will also be presented at the same meetings.

SECTION III

RESEARCH WITH PARENTS AND CHILDREN IN THE PRE-KINDERGARTEN PROGRAM, 1964-65

During the past school year our work in the nursery consisted of four phases. Phase One consisted of intensive recruiting by the research team to fill the eight nursery classes. During Phase Two the base line testing of both nursery and control children was carried out. Phase Three consisted of an experiment which had as its objective the synthesis of cognitive set and language training. During Phase Four we began to undertake the follow-up study of both children and parents who participated in the 1964-65 nursery program of the project. The report which follows, with one exception, will not yet present findings since Phase Four has not yet been completed.

Phase One: Recruiting of Children for the Project Nurseries

During the months of October and November the research team engaged in an intensive effort to recruit more children for the project. This involved a door-to-door canvas and an interview of mothers who appeared to have an eligible child for our nursery. The outcome of our recruiting effort has been reported. The interviews were a modified version of the interview constructed by Professor Bell. The data collected by means of this interview do represent base line data for parents of the children of our nurseries.

This interview will enable us to study the impact of the nursery on the parents' attitudes towards their children and the parents' expectations of the children's future occupational and educational achievement.

In this context I might comment on my contemplated work with parents during the third year of the project if time and resources will permit us to carry out such work. I want to refer briefly to the findings which I have reported in a recent paper.* We found that the usual educational incentives that have a uniform effect on middle class and even lower class white mothers (as demonstrated in five other studies) fail to have such an effect on the lower class educationally disadvantaged Negro mother and her child. Another finding that appears to be emerging from the summer study has been that these mothers have a closer, more positive and accepting relationship with their daughters than with their sons. Their attitude towards the boys tends to be very reserved, suspicious and somewhat detached. I am quite clear about the next steps in this study. The first objective will be to find out whether the ethnic identity of the experimenter makes a difference; and secondly, whether a different kind of incentive will produce more educationally oriented behavior in the mothers of our children as it did in mothers of non-deprived children. This plan could not be carried out during the current year beyond getting ready a mobile laboratory which will enable us to go from school to school and carry out the experiment under uniform conditions. Another use that we plan to make of this situation is to measure the impact of the nursery experiences on maternal educational attitudes. We shall be able to study whether mothers of children in our project will behave differently with their child than mothers of control children under conditions of study which would yield findings obtained through reliably recorded instruments.

Phase Two: Base Line Study of Children in Nursery and of Control Children

Several new instruments were introduced for base line testing of the second year project nursery children while two of the major instruments employed during the first year of the project were discontinued. The reason for this change was twofold. First, we could use only a limited number of instruments because of project and staff limitations and, therefore, the introduction of new instruments necessitated the dropping out of instruments formerly used. Secondly, while the first year we relied heavily on the use of a conventional, well-established battery of tests, we wanted now to shift to more experimental recently developed tests which focused on the language functioning of our children. However, we admitted only one of the tests previously used both from the base line study as well as from the contemplated follow-up study, namely, the Children's Appreception Test. The Stanford-Binet Test as well as the Draw-A-Man Test is being used in the follow-up study of the 1964-65 nursery on a limited sample of nursery and control children. The ratings of the children's social and personality functioning in the nursery classroom were continued as before and make up part of the base line study.

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* "Research with Educationally Disadvantaged Pre-School Children." Presented on February 12, 1965 at the Annual Meeting of the American Educational Research Association in Chicago, Ill.

Four instruments that have not been used in the original base line study of the first year project children were introduced in the new base line study. The first new measure consisted of ratings of children on their attitudes toward test and learning situations. The second new test was the Peabody Picture Vocabulary Test. The third major instrument that we introduced into our new base line study was the Illinois Test for Psycholinguistic Abilities. This test is a language test applicable to children from two to nine years of age. The test is individually administered and takes from a half-hour to an hour for each child.

We administered the Illinois Test of Psycholinguistic Abilities (ITPA) to all our nursery children and to our control children, that is, to approximately 180 children. In order to coordinate the research on a state and city level we administered this test six weeks after the onset of the Philadelphia nursery. This was done to enable us to compare the impact of a brief nursery program on the language functioning of children in the three different cities.* This planned comparison had specific meaning and importance. A major difference between the educational programs in the three cities was the amount of teacher experience and the physical conditions for carrying out the nursery project. Chester had probably the least experienced teachers for this type of a project and the most unfavorable physical conditions for a nursery. Both the amount of experience of the head teacher as well as the physical conditions of the nursery setting were more favorable in Harrisburg. The physical and other relevant conditions for conducting a nursery were approximately the same in Philadelphia as in Harrisburg, but the teacher experience of the Philadelphia staff outweighed by far the readiness for such a project in the two other cities. Six out of eight teachers in Philadelphia had a full year of experience in teaching educationally deprived children. As part of this experience, all teachers met at least two or three times a month to discuss common problems and to plan curriculum. In the light of this difference in experience and background between the teaching staff in the three cities, it appeared desirable to test whether this difference would show up in the performance of the children in the three pre-school settings.

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* Since past tests were administered after a six week nursery experience to children in both Chester and Harrisburg.

I have prepared a series of graphs in which we have plotted the differences between nursery children and non-nursery children in the three cities following a six week period of nursery. As you can see from inspection of Figures 2, 3, and 4, the findings are entirely in the predicted direction. There is no consistent difference in the language functioning of nursery and non-nursery children in Chester. In Harrisburg there is some difference which clearly favors the nursery children. In Philadelphia, by sharp contrast, there is a consistent and rather dramatic difference between nursery and non-nursery children six weeks after the onset of the nursery.*

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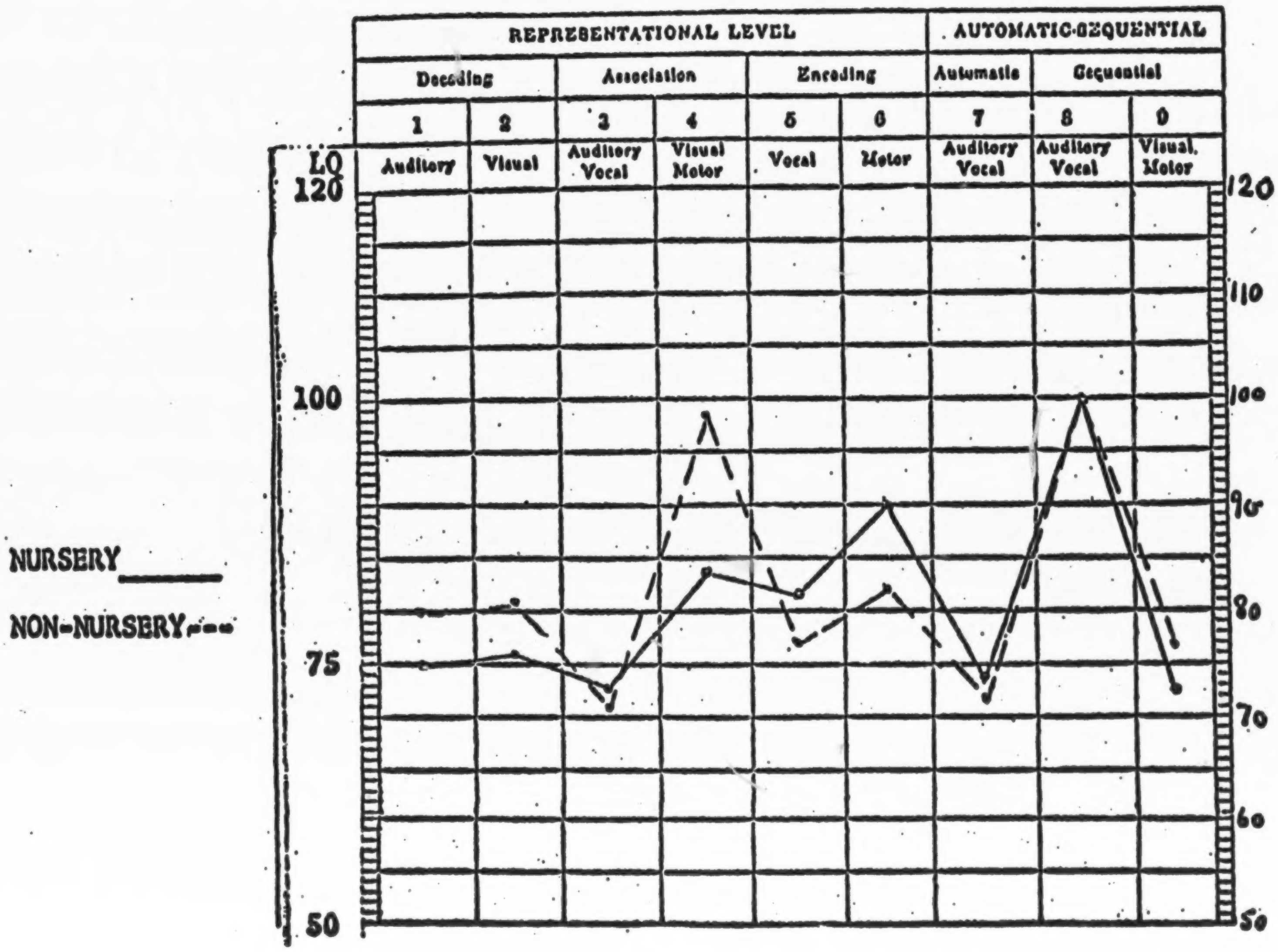
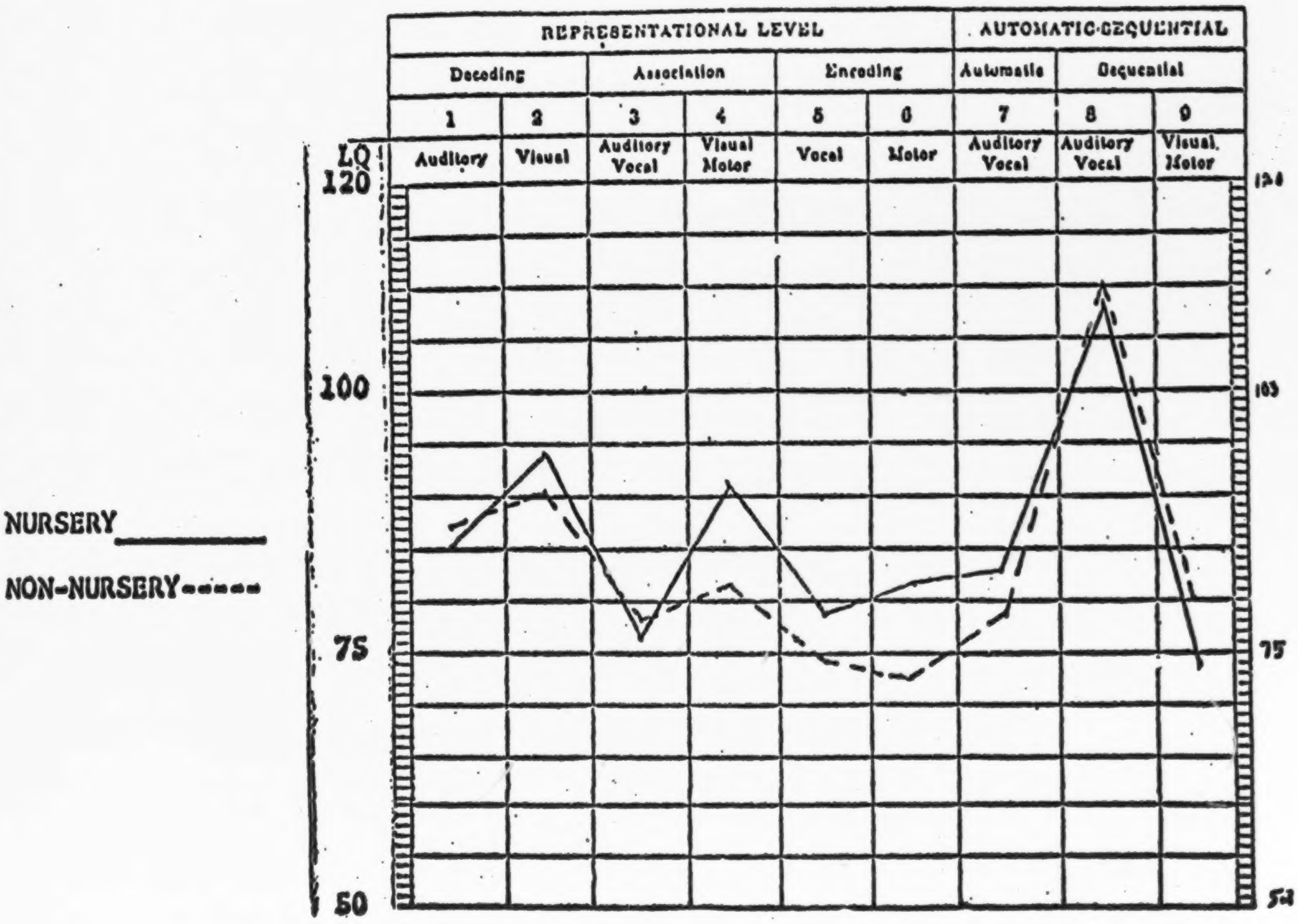
* These differences have not yet been analyzed statistically and, therefore, should be taken with proper caution.

FIGURE 2., LANGUAGE AGE QUOTIENTS FOR 40 NURSERY CHILDREN AND FOR 37 NON-NURSERY CHILDREN IN CHESTER TESTED SIX WEEKS AFTER ONSET OF NURSERY.



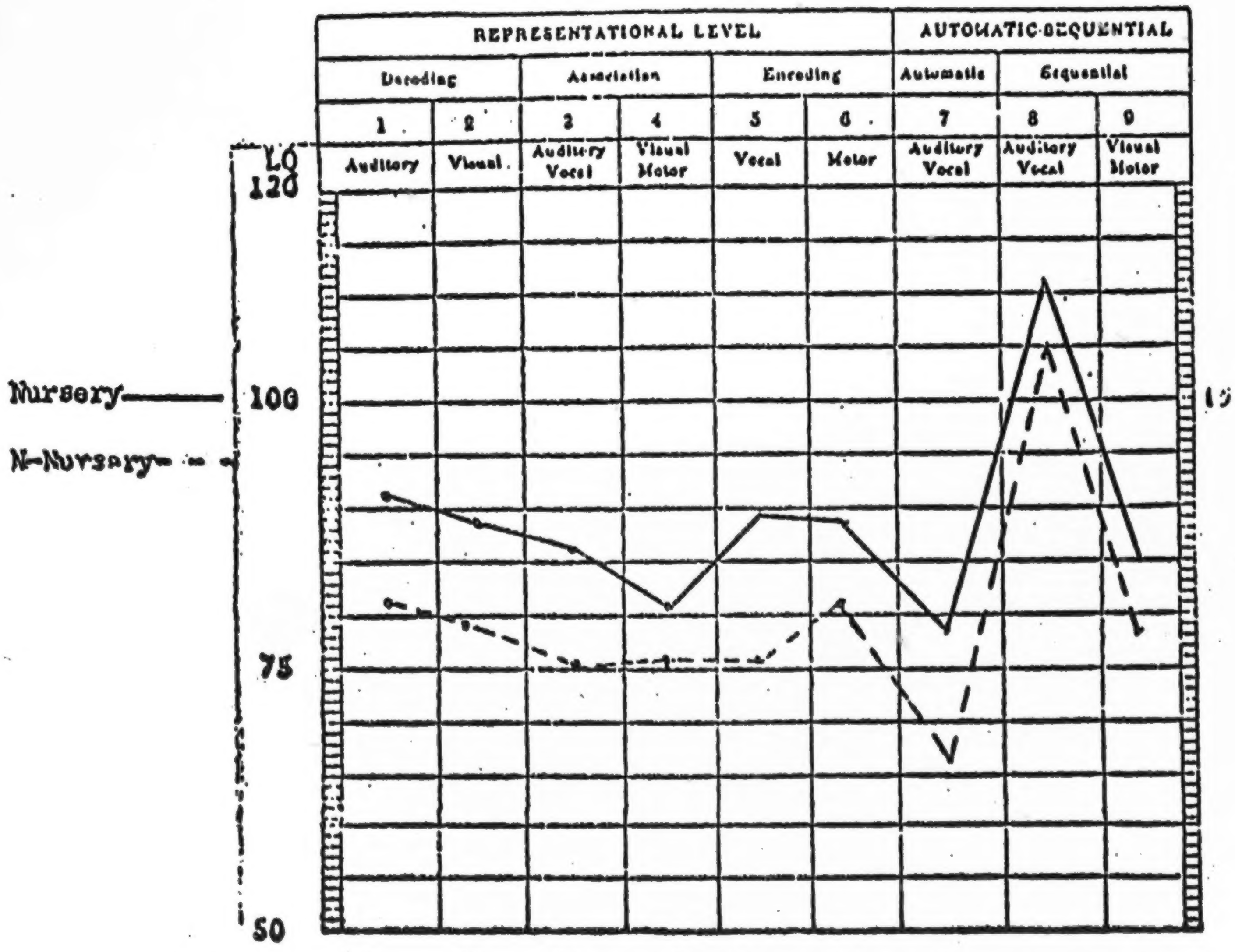
NURSERY	75	76	72	84	82	90	74	100	73
NON-NURSERY	80	81	71	98	77	83	72	100	77

FIGURE 3 . LANGUAGE AGE QUOTIENTS FOR 37 NURSERY AND 36 NON-NURSERY CHILDREN IN HARRISBURG TESTED SIX WEEKS AFTER ONSET OF THE NURSERY.



NURSERY	85	94	77	91	78	82	83	108	74
NON-NURSERY	87	90	78	82	74	73	78	110	80

FIGURE 4.: LANGUAGE AGE QUOTIENTS FOR 96 NURSERY CHILDREN AND 44 NON-NURSERY CHILDREN TESTED SIX WEEKS AFTER THE ONSET OF THE NURSERY.IN PHILADELPHIA.



Nursery	92	88	86	81	89	88	78	112	86
Non-Nursery	82	78	75	76	76	82	66	105	78

The fourth new instrument that was introduced in addition to the ITPA to obtain base line data on language functioning was a measure of children's recognition of letters. A special apparatus was constructed for this purpose and the teachers were trained to carry out two successive independent tests on the children's recognition.

These language data which we have obtained in our children in the Philadelphia project will serve as a base line for later follow-up. The first follow-up will take place in November of 1965 when we shall assess the impact of a full year's nursery experience and a special language program on the language functioning of our children.

Phase Three: Experiment of Cognitive Set and Language Acquisition

The next step in our research consisted of an experimental program in which we have been trying to synthesize both cognitive functioning and language development in our children. The particular aspect of cognitive functioning that concerned us has been that of conceptual style or cognitive set. Specifically, we were concerned with the way in which a child orders his experience. A child may perceive things as being similar to each other or as belonging together because of common characteristics such as color, shape, size, and so forth. Another child may prefer to judge things as belonging together because of their functional inter-relationship. To illustrate, such a child would put soap and saucer together, not because they have the same color, but because the soap goes on the saucer. A third type of criterion that a person might employ to order his experience could be a more inferred concept than either color, form, or functional relationship. To illustrate, when two objects are seen as belonging together because both are metal, containers, or clothing we are dealing with more complex characteristics and more abstract levels of thinking than in the first two instances.

It has been demonstrated that people tend to have strong and consistent preferences for one or the other of the three different sets. We tested* all our children to determine their cognitive set and found that our children, who are younger than most children with thom such research has been carried out, definitely have preferred tendencies for one or another of two different sets while a third group was either unable to follow the instructions or not sufficiently verbal to express any preferences.

As I became familiar with the language arts program of Miss Ida Kravitz, I was struck by the inherent relationship between the cognitive sets that I have just described and language training as outlined by Miss Kravitz. In her reading readiness program, Miss Kravitz essentially familiarizes children with the sounds of letters, with the relationship between letters and words and with the relationship between words and objects. The basic feature of this language program is that objects and words can relate to each other in a variety of ways. The relationships that make up the cognitive sets that I have described can be introduced to shape the association of objects and words; e.g., book and bag are big vs. book goes into the bag, or button and box are brown vs. button is put into the box.

Cognitive sets may play an important role in language development and may have important implications for language training. Specifically, training a child in his own preferred mode of thinking and perceiving might be more effective than training the child in a mode of thinking which is not his preferred one. To implement this idea and to test its validity, we have formulated two particular language programs in the two distinct different cognitive sets that we found in our children. Associations of letters, words, and objects were then taught to our children with these two different programs. One of the programs corresponded entirely to the Descriptive Analytic cognitive set which consists of putting things together or associating things and words with one another on the basis of common objective characteristics such as color, size, and form. The second method consisted of combinations which were characterized by what we call Contextual Relational cognitive set; this consists of functional relationships between words and objects as I have described earlier; e.g., soap can be put on the saucer or button into the box.

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* The test materials were constructed by Dr. Irving Sigel of the Merrill Palmer Institute.

The experiment was carried on 105 children. Seven experimenters were assigned to the four schools. The experimental design called for nine groups of children. Basically, one type of group was trained in the method which was corresponding to the child's own preferred cognitive set. Another type of group was trained by a method other than the child's preferred cognitive set. A third type of group received no training and was taken out for periods of ten minutes during which an adult played with the children without giving them any language instruction. The experimental children received 12 training sessions of 15 minutes each. The experiment lasted for approximately eight weeks. At the end of the experiment, two paired-associate test series were introduced to evaluate the effectiveness of the training program. The first of the series was designed to test vocabulary, associative memory, and concept formation. The second series was constructed to test a child's ability to apply what he had been taught to new and unfamiliar materials.

Phase Four: Follow-up Study of the Nursery and Control Children of 1964-65

The follow-up study of the second year project nursery group started in the beginning of July, 1965. First we re-administered the letter recognition test to all children. We also began to undertake administration of the full Stanford-Binet scale as part of our post testing with the particular group on a limited number of 60 children during the month of July. The third follow-up study operation undertaken during the summer was the re-interview of all the parents of the nursery and control children who participated in the second year of our project. The interview was, of course, the same that was carried out with these parents during September and October of 1964.

This concludes the report on data collection and findings.